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JUNIOR COLLEGE JOURNAL

1201 Nineteenth Street, N.W., Washington 6, D. C.

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Renewal of Faith

[EDITORIAL]

THE faith of the junior college has been renewed and strengthened year by year since the American Association of Junior Colleges was formed in 1920. The earliest annual meetings attracted little attention in the press. Many people did not know the meaning of "junior college." Some four-year colleges looked upon the junior college with suspicion and apprehension if not with smiling condescension. Yet the number of junior colleges, both public and private, and their total enrollments continued to double and redouble. The quality of work done in these institutions gradually won almost universal respect. Leaders in other fields of education became champions of the junior college movement. Among such men we recall with gratitude George F. Zook, Leonard V. Koos, W. W. Carpenter, and Frederick Eby. Doak S. Campbell, who gave generously of his time and talents as secretary of the Association, stimulated the growth of the organization and helped to shape its policies.

In 1930 a vitally important forward step was taken in the establishment of the *Junior College Journal*. Walter C. Eells became the editor and to this day he has served continuously in that important position. He has been executive secretary of the Association since 1938. It would be difficult to over-estimate

the value of his contributions to the junior college movement through the *Journal*, his books and many other publications, his addresses, and his service in various ways as an authoritative spokesman for the junior college. The name "junior college" has become known to every boy and girl graduating from high school in the United States, to educators in every field, and to the majority of well-informed citizens. It has become a name of honor and distinction.

The remarkable growth and success of the junior college may be traced in part to a liberal policy which has encouraged a wide variety of curricula in many types of both public and private institutions. Repeatedly in national and regional meetings of the early twenties a conscientious junior college president, eager to know whether he was making progress in the right direction, would insist that we come to agreement on a definition of the junior college; he wanted the question settled whether it was to be a two-year or a four-year institution; whether the chief function was to be preparatory or terminal; whether tuition charges and other fees should be paid in full by the student or through funds provided by municipalities, counties, states, churches, or personal gifts. Fortunately, the junior col-

lege was never closely defined as to its form of organization, curriculum, function, or the sources of its financial support. We are agreed that the junior college curriculum shall embrace the equivalent of the first two years of college work, and that each institution may adopt the preparatory or terminal function or both.

We are also agreed that variety is desirable; therefore the basis of financial support can be determined legitimately by the peculiar conditions under which each institution is established and the constituency to which it appeals. For example, a large junior college, with excellent modern equipment, serving local youth and adults in day and night school, may have moderate charges for tuition, yet draw its chief support from funds subscribed voluntarily, or from the city, region, or state in which it is located. No other type of junior college has done more effective work and none is prepared to play a more important role in postwar education. Quite different in character is the small private college, with a boarding department to provide for a wide-spread patronage. A majority of its students may have at least a vague expectation that they will continue work for a bachelor's degree after junior college graduation. Such an institution may not have dependable financial support from gifts or from church or state; so its charges must be fully commensurate with the advantages offered. Many parents are able to pay their own way and are willing to do so in order to secure the personal guidance and general training, as well as the scholastic advantages, that they want for their sons or daughters in their first years in college away from home. The more parents we have who ask no man or institution to help them provide higher education for their sons and

daughters, the more money there will be available from church and state and other sources to make possible the education of worthy and capable young men and women whose financial resources are more limited. These descriptions cover only a few of dozens of types of junior colleges in the United States that are serving their constituencies admirably, each in its own good way. The junior college has refused to be closely circumscribed by any definition, and has pursued its way as a young, virile, courageous institution, unafraid of variety, initiative, and experimentation. The results have fully justified this creative, liberal policy.

The year 1943 tested especially the courage, resourcefulness, and faith of junior college executives and of the officers of the American Association. Enrollments were reduced drastically, especially in colleges for young men and in coeducational institutions. Few junior colleges were chosen by the government for the training of army and navy units, although many were admirably prepared for this important work. Operating costs of every character soared, and yet in many institutions the total income was reduced. A few colleges were compelled to close.

At the beginning of the year there was some doubt whether it would be possible to continue the publication of the *Junior College Journal* and to maintain in Washington, D. C., a central office with a full-time executive secretary in charge. The *Journal* was reduced in number of pages, but it was published successfully and has continued to command the respect of its many readers, both inside and outside the junior college field. The American Association of Junior Colleges has never been more active. Our executive secretary has been honored by numerous in-

vitations from educational groups and from special committees of the United States Office of Education and from the War and Navy Departments to participate in studies of war and postwar problems. He has mailed to junior colleges a series of Wartime Letters, informally supplementing the *Journal*. The financial statement for the year shows that the Association lived within its budget, retired some outstanding obligations, and left a balance in the treasury. A review of the year's achievements is most heartening.

The recent annual meeting at Cincinnati was well attended by representatives of junior colleges of all sections of the United States. There was evidence of sincere pride in progress in spite of difficulties. The meeting was characterized by a spirit of cooperation and of courage in facing the complex and enormously important problems that confront the junior college, as well as all other institutions of higher education, during the next few years. An entire forenoon session was given to the report of the Committee on Postwar Plans for Junior Colleges and to discussions of problems that grew out of that report. At this session personal greetings from the President of the United States were read. He referred to the junior college as "a robust youngster in the family of American educational institutions" and expressed the hope that the junior college may furnish the answer to a good many of the needs of American education and especially the postwar needs of ex-service men and women.

We pay our respects and acknowledge our indebtedness to our retiring president, Jesse P. Bogue, president of Green Mountain Junior College at Poultney, Vermont, whose sound judgment and conscientious devotion to the responsi-

bilities of the office enabled him to lead the organization successfully through an exceptionally difficult year. We have full confidence that our forward march will be continued during the year of 1944 under the capable leadership of Roy W. Goddard, Dean of the Rochester Junior College, Rochester, Minnesota. In accepting the presidency he gave as his slogan for the coming year, "Harmony. Forward."

Those who had the rich privilege of attending this twenty-fourth annual meeting of the American Association of Junior Colleges came away with *renewed faith* in the junior college movement.

RICHARD G. COX

"JUNIOR COLLEGE ERA"

Following is a copy of an editorial from the *Chicago Sun*, recently reprinted on the editorial page of the Long Beach (California) *Press-Telegram*:

A leading California educator told the American Vocational Association in Chicago this week that junior college facilities must be substantially increased all over the country after the war. The majority of competent authorities agree with him. The era of the junior college is here and will grow from coast to coast.

Unfortunately, the Chicago Board of Education is out of step. Judging from its past hostility to free education on the college level, it is doubtful that the board, of its own volition, would maintain the existing junior colleges, let alone expand them or add new ones. This means that the public has a job to do. It must educate the Board of Education.

The federal program for providing free college education to veterans of this war who desire it probably can be a boon to an adequate junior college program in Chicago—if Mayor Kelly and the board seize the opportunity. Under the plan federal funds are expected to be available for veterans' tuition and living allowances as students. Chicago's junior colleges must continue to be tuition free, but means presumably could be devised to qualify them for federal assistance.

Chicago needs more junior colleges. It should leave the board of education in no doubt about its determination to have them.

Texas Conference Points the Way

B. E. MASTERS AND FREDERICK EBY

Some 50 people, most of them already engaged in junior college work or anticipating entrance into that field, participated in the second "Junior College Conference-Laboratory" held at the University of Texas, last summer, from July 6 to August 26. Staff directors were Dr. Frederick Eby, professor of the history and philosophy of education at the University of Texas, and Dr. John L. Lounsbury, president of the San Bernardino Valley Junior College, California. A full report of the sessions, edited by R. O. Jonas, was issued in February by the University, as a 61-page mimeographed volume.

The Conference-Laboratory was closed with a two-day special session in which the Policy Committee presented the reports of its activities and its significant recommendations on "Policies and Objectives for Junior Colleges of the Southwest." An examination of this statement, however, shows that it contains little which is exclusively local or regional in character. Since the greater part of it also has national application, it is printed in this issue of the *Journal*. Following it is printed an evaluation of the Conference-Laboratory by Professor Eby, under the caption "After the Curtain."

The members of the Policy Committee which assembled this report were the following:

B. E. Masters, President, Kilgore College, chairman of the committee

J. R. McLemore, President, Paris Junior College

E. L. Harvin, Dean, Corpus Christi Junior College

H. E. Jenkins, Dean, Tyler Junior College

Wilson Elkins, President, San Angelo College

R. O. Jonas, Instructor of Education in the University, secretary for the committee

The Committee was appointed the first week in July and held preliminary planning conferences with Dean C. C. Colvert of Northeast Junior College, Louisiana, and with Dean W. A. Redfield of Southern Union College, Alabama. It spent three days, August 23-25, in assembling and refining recommendations drawn from studies made during the eight weeks session of the entire group. The preliminary report was presented to two sessions of the general conference and discussed step by step. The whole report was then revised by the committee and presented again to the conference for further discussion and final approval.—EDITOR.

General Purposes of the Junior College. We conceive the general purposes of the junior college to consist of the following basic functions:

1. To train the individual for enriched living in our American civilization.

2. To train for social and civic responsibility in our free way of life.

3. To train for specialized vocations in commerce, industry, home-making, agriculture, and social service.

4. To train for the advanced liberal education and the professional and technical courses of the senior colleges and universities.

5. To train adults of the community in the fields of their interests and needs.

Immediate Aims of the Junior College. The junior colleges are rendering

significant service to the nation in its effort toward total war. Thousands of students have been trained for service in the armed forces and in industry by these institutions, most of which are operating on day and night programs for twelve months in the year.

1. An immediate aim of the junior college, naturally, is the continued improvement of this important training for war service.

2. The defeat of the enemies of democracy will transform this service of the junior college to a service of a different type. The junior colleges, in their academic and terminal programs, should render an equally important and patriotic service by being ready to assume immediately the task of training academically or vocationally the men

and women whose education has been interrupted by the war.

Guidance and Personnel Service. Believing that the junior college is an institution where individualized education should be stressed, we recommend that all instructors and administrators in junior college adopt the "personnel point of view" and make systematic provision for student guidance and personnel service. More specifically, as soon as feasible, this service should include:

(1) At least one faculty member trained in test administration and interpretation and in personnel procedures, to aid the administration in training and directing other staff members.

(2) It should include a plan of faculty meetings and study groups through which the entire faculty would be motivated to participate in the guidance program.

(3) It should provide the information relative to the type of curriculum best suited to the needs of both transfer and terminal students.

(4) It should include an information service on vocational opportunities and job requirements, it should teach the student the dignity and worthwhileness of socially useful work, and it should provide adequate placement and follow-up service.

(5) It should establish and maintain a comprehensive and serviceable cumulative record, useful to both guidance officials during the student's residence in college and placement officers and employers after completion of the student's college work.

(6) It should provide for social and personal guidance.

(7) It should seek to develop facilities for meeting the many new problems of guidance which result from war and postwar maladjustment.

Terminal Education. This Conference recognizes the importance of terminal education as a most vital function of the junior college movement and commends the junior college for having given greater attention to (a) the needs of the large number of young people not planning to continue their education beyond the junior college level and (b) the value of education for enrichment of home and civic life and for specific training for gainful employment. The vocational programs of the junior colleges should be flexible and extensive enough to provide adequate training for all of our youth and thereby make unnecessary the establishment of federal agencies which invade the field of education.

Instruction. The junior college should be known for its effective instruction, rather than for extensive contributions to research. Therefore the importance of thoroughly qualified instructors and administrators is recognized as paramount. We recommend that each junior college instructor and administrator be trained in the fields of (a) the general philosophy of the junior college, (b) its specific methods of instruction and administration, and (c) its specific problems and opportunities with respect to student guidance and personnel service. We submit also the importance to the junior college teacher of a broad general education as background for specialized subject training.

It is further recommended (a) that instructors and administrators entering upon junior college work be required to present evidence of special preparation in the junior college field of at least six semester hours of credit within twelve months of employment, (b) that instructors and administrators who have been engaged in this service for less than five years complete similar courses in the

junior college field, (c) that local college boards adopt the general policy of requiring instructors and administrators to complete six semester hours or equivalent educative experience during each four years of service, and (d) that the minimum training required of junior college administrators and instructors (except instructors of special and vocational subjects) should be that represented by a master's degree or its equivalent.

Recommendations for Curriculum Revision. This Conference recommends that the junior colleges study carefully their present offerings with a view of making curriculum adjustments to meet satisfactorily the rapidly expanding needs of the emergency and to meet the challenge of the post-war situation. To make these recommendations more specific, the following areas are indicated for special study:

(1) English which is both cultural and functional and which is integrated with other fields of study and with real life, including the study of American and world literature toward developing appreciation of American ideas and ideals.

(2) Physical science which gives the student an understanding and appreciation of the world in which he lives. We submit that a well-rounded foundational course in science which is good preparation for intelligent citizenship is also good preparation for advanced work in special fields.

(3) Life science which builds onto the foundations of knowledge of both physical and biological science instead of the formal courses of botany and zoology.

(4) Careful study of mathematics and science offerings in the light of recent criticisms and discovered needs, to see what changes, if any, should be

made either in content or courses or in methods of instruction.

(5) Readjustment of social studies so as to take into account the global nature of social, economic, and political relationships of people and of nations.

(6) A course on the meaning and the development of philosophic thought, with the encouragement of careful thinking on problems of educational, civic, and personal life and the formulating of a balanced philosophy of life in the student as the principal objectives. In order to evaluate this course, we recommend that the University of Texas organize an experimental course in philosophy open to freshmen and to sophomores.

(7) Home economics at the junior college level to provide: (1) For all students a broad and meaningful program of personal and family living; (2) for many, the experiences needed to develop skills and techniques, attitudes and ideals for the job of home-making; and (3) for a large number, preparation for gainful employment by developing personal qualities needed for success on the job, and, for a small number, preparatory training for allied positions in the field of home economics.

(8) A course or materials on the problems of social relationships, home, and family life, to be given to both boys and girls, and leading toward sounder appreciation of the possibilities and the responsibilities of the home in our democratic civilization.

(9) An exploration of business, industrial, agricultural, and community requirements for the giving of regular or of short courses toward training, re-training, or upgrading of workers and supervisory staffs in vocations on the junior college level.

(10) A course or materials on mental hygiene, on the methods of "keeping

the sane sane" as well as the correction of mental disturbances, as a contribution to educational and social improvement in the postwar world.

(11) A well-integrated program of physical and health education which provides both recreational and developmental activities for all students and which teaches activities that may be followed in later life. It is also recommended that, as soon as practicable, all physical education and athletic participation should be predicated on careful medical examinations; and it is further recommended that all students of the college should have such an examination at least once each year.

(12) A study of the content and the arrangement of courses in high school, junior college, and senior college, with a view of developing better integration of objectives, curriculum, and procedures in teaching.

Stabilization of the Junior College Teaching Profession. Administrators and local college boards should encourage the stabilization of the profession of teaching at the junior college level by employing successful junior college teachers who for any reason are available, in preference to teachers who have had experience at other levels only. This Conference group calls attention to the fact that instructors in junior colleges accredited by the Southern and North Central Associations are eligible for membership in the American Association of University Professors. In view of the need for a vigorous organization of junior college instructors, which would aid in the development of better instruction, this Conference recommends that proper steps be taken to organize an association of junior college instructors.

College Entrance by Individual Approval. The ability of youth to serve in

a crisis has long been recognized, and the national Congress has accepted this principle in lowering the draft age to eighteen. One state has lowered the voting age to eighteen, and the national government and several other states are considering the same action. Because the unprecedented disruption of normal secondary education has created many special problems for young men and young women, we recommend that the age for entrance to college by individual approval be changed from twenty-one to eighteen.

Associate in Arts Degree. This Conference recommends that junior colleges grant the distinctive title or degree of Associate in Arts.

Financial Accounting. To clarify the financial status of the junior college, it is recommended that the junior college, in cooperation with the State Department of Education, adopt a uniform system of budgetary control and financial accounting, and that special consideration be given to the plan of financial accounting of the American Association of Junior Colleges.

Student Accounting. Recognizing the vital importance of a proper system of student accounting, the Conference urges the adoption of a flexible plan based upon the information necessary for the State Department of Education, the accrediting associations, and local needs. It is recommended that a committee be appointed to work on this problem.

Junior College Support. The junior college, having demonstrated its usefulness in the lives of thousands of its graduates, is receiving increased support from various state legislatures. This is a recognition of the unique place and service of the junior college in American education, and for this recognition the junior college is grateful.

It is, however, a recognized principle of school finance that each local district should financially support its educational institutions. It is therefore recommended that, as a requisite to state aid, the local district be required to levy a tax, or to make a definite allocation of funds, for junior college support.

American Association of Junior Colleges. This Conference realizes the value to the junior college movement of the American Association of Junior Colleges and therefore urges all junior college staff members to support the Association, its publications, and its distinguished executive secretary. We wish to express our appreciation for the retention of the Washington office. In order to cooperate effectively with our country's war effort, our junior colleges must continuously be kept informed of changing conditions and needs. Such service is made possible by maintaining junior college representation in the national capital. This Conference further expresses its appreciation to Walter Crosby Eells, who has so ably led the American Association of Junior Colleges as its executive secretary. His leadership of our 1942 conference-laboratory was outstanding. His statesmanship as evidenced by his accomplishments while working with our national leaders in Washington, his untiring efforts to be of the greatest service to each member of the Association, his inexhaustible information about the junior college movement, and his loyal devotion to the welfare of all American junior colleges are appreciated as important factors in the development of the institution. We wish to commend the Association for retaining the services of our efficient executive secretary. And finally, we wish to recommend the *Junior College Journal* to all junior college administrators and teachers and to express the

hope that it may be continued at Association headquarters as a vigorous and independent journal for the junior college movement.

Southern Association of Colleges and Secondary Schools. Recognizing the beneficial influence of the Southern Association of Colleges in its program of raising junior college standards, the Conference commends those institutions who now hold membership in that association and recommends to other institutions the consideration of Southern Association affiliation.

Conference Reports and Faculty Meetings. We recommend that this report be used as the basis for faculty discussion and study and urge that junior college teachers and administrators send in to the junior college conference-laboratory their reactions and their suggestions for college improvement for the use of future conference committees.

Recommendation to the State Department of Education. This Conference recommends that the University of Texas, in cooperation with the State Department of Education, proceed to develop a systematic program of specific training for junior college instructors and administrators.

State Vocational Education Service. We recommend that the public junior colleges of Texas seek the aid and counsel of James R. D. Eddy, state director of trade and vocational education, and his staff members in furthering their vocational education programs. This course of action will serve the triple purpose of securing valuable service and guidance in conducting classes in vocational fields, of securing a substantial portion of vocational teachers' salaries from special vocational funds, and, probably, of securing the use of N.Y.A. equipment now inactive

in Texas. We respectfully request that the vocational authorities of Texas make available to the public junior colleges salary aid in vocational agriculture and home economics as they have already done in trades and industries and in distributive education.

Statewide Publicity Program. It is recommended that this Conference go on record as favoring a statewide program of publicity to acquaint the people of Texas with the aims, philosophy, and accomplishments of junior college education in this state. It is further recommended that the appropriate agencies or associations take whatever steps are deemed advisable to finance and carry out this program.

Survey of Junior College Education in Texas. This Conference recommends that a competent survey be conducted for determining the possibilities of the future development of junior college education in Texas.

Recommendation to the University of Texas. Recognizing the growing need for trained junior college instructors and administrators and recognizing the fact that the University of Texas is in a strategic position to meet this need in Texas and the Southwest, this Conference respectfully urges Dr. Homer P. Rainey, President of the University of Texas, and Dr. B. F. Pittenger, Dean of the School of Education, to consider the employment of a professor for this service, thereby continuing and enlarging upon the service so long and ably rendered by Dr. Frederick Eby. It is respectfully recommended that the Conference be continued as an annual event, and that in connection with it a special group conference of three or four days in duration be held during the first summer session, to which public-spirited citizens and educators in general may be invited.

Acknowledgments

General Education Board. For the second consecutive year the General Education Board has made a subvention and has cooperated with the University of Texas in organizing and supporting the Junior College Conference-Laboratory. In 1943, as in 1942, the Conference has provided the opportunity for long range planning as well as stimulating analysis of immediate problems. These Conferences have been most opportune, coming at a time when interest in the junior college movement is widespread in the Southwest. Undoubtedly they will be of value in the clarification of the general problems of junior college development, as well as stimulating to the individual members of the Conference groups. It is, therefore, with a deep feeling of gratitude that this expression of appreciation is submitted to the General Education Board.

Dr. John L. Lounsbury and the Committee on Postwar Problems. We wish to express our appreciation for the work in this Conference of Dr. John L. Lounsbury as director and chief consultant. We further offer the support of this group to the American Association of Junior Colleges' committee on postwar problems, of which Dr. Lounsbury is chairman.

Appreciation to the University of Texas and Its Faculty Members Who Assisted the Conference. This Conference is deeply grateful to the authorities of the University of Texas for their material aid in making possible its deliberations and to the various members of the faculty for their thoughtful contributions to its work. We are also pleased at the high regard and the enthusiasm shown by these staff members for the work the junior colleges of Texas are doing.

Appreciation for Staff Workers. The assistance of Mr. R. O. Jonas, staff member of the University of Texas, in the organization of the work of conference committees, in publicity, in summarizing conference sessions, and in being constantly available for any desired services, has been invaluable, and to him the other members of the Conference committee want to express their deep appreciation.

Also, to Miss Ruby Lee Simpson, for her faithful work of counseling with the committees and with individual students and for her assistance in general sessions, to Miss June Hyer for her

work in the editing of proceedings, and to all others who have helped the Conference in any manner in its study and deliberations, we, the members of the committee, want to express our appreciation.

Dr. Frederick Eby. We shall never cease being grateful, and it is an exquisite pleasure to express the depth of that gratitude, to the father, the guide, and the unfailing friend of the junior college movement in the Southwest, Dr. Frederick Eby. This Conference-Laboratory is another result of his far-reaching vision and his untiring effort for the improvement of his brain-child.

After the Curtain

FREDERICK EBY

Reflecting upon the solid accomplishments of the second annual Junior College Conference-Laboratory, certain features emerge into special significance. The presence of representatives from junior colleges in Alabama, Mississippi, Louisiana, and California was highly stimulating. While there is an absence of any state rivalry, the fact that, though educational conditions vary from place to place, the junior college is everywhere finding a function and is flourishing, brought an added stimulus.

The discussions of the Conference this year gave increased emphasis to the judgment that this institution must be a regional rather than a local agency for local culture. The establishment of junior colleges by municipal school boards a generation ago was probably inevitable under the circumstances of those days. It is likely that their establishment in any numbers at that time would have been greatly retarded had it been left to the initiative of other or-

ganizations. Once established, however, the colleges reached out in every direction to meet the needs of our American youth. It was soon apparent that the boy and the girl in the small town, in the village, and even in the country needed the college in their preparation for life quite as much as those in the larger centers of population. The extension of high school opportunities to all youth who could profit by its offerings two generations ago finds a repetition in the extension of the junior college today. The use of buses which bring students twenty-five to thirty miles to college daily has proved a valuable assistant in extending the usefulness of the new colleges. A system of colleges for the state as a whole is the next step in public education.

Another point emphasized by the study this summer has been that the junior college movement has come of age. The period of infancy and callow

youth is over. Up to now hat in hand, tongue in cheek, now on one foot, then on the other, it has stood in the forbidding presence of the senior institutions and awkwardly begged for recognition and the privilege of serving.

Now it has attained independence; it has a field of service all its own. Neither the high school nor the college can nullify its claim to its new functions. The junior college is terminal for the process of general or liberal education. It aims at the rounding out of personality. The high school undershoots this high mark; the senior college overshoots. The high school sends its graduates out underdone; the college attempts to overdo this process. The junior college is the school for the final organization of personality so far as formal, directed instruction is concerned.

Finally an observation on the Workshop or Conference-Laboratory method and its effects. After taking part in two such efforts, I wish to say that this has proved to be the most stimulating and effective type of work in my experience of over four decades in the training of teachers and administrators. The bringing together of junior college administrators, instructors, and students, and the mingling with these groups of members of the University faculty, has produced the most dynamic situation. Only live problems and the latest, best, and widest information can survive the challenge of such an *ensemble*. It results in arousing every group to vigorous thought and investigation and leads the way to sane and secure progress in the schools. It avoids the futility of professional teachers' programs and the docility or dry rot of the ordinary classroom exercise. An infiltration of teachers in teacher-training courses apparently produces most salutary effects.

SPANISH QUESTIONS

Hispania, published four times a year by the American Association of Teachers of Spanish, contains a helpful department of "Questions and Answers." From the current issue we take the two following sent in by junior colleges:

One of the members of our Spanish Department is considering subscribing to a Spanish newspaper—the Sunday edition—in order to interest his class in reading Spanish. He would like one which contains the comics as well as other material of interest to high-school and junior-college students. Can you suggest any to which I might write for sample copies?

CATHERINE G. ANDERSON,
Assistant Librarian

New Mexico Military Institute,
Roswell, New Mexico

A good many newspapers publish Sunday editions with colored comics. I suggest writing to: (1) *El Universal*, Iturbide 16, México, D.F., México; (2) *Excelsior*, Bucareli 17, México, D.F., México. I suggest these first because they are near at hand and can be obtained with a minimum of delay. If you desire material from farther afield, it can be had, although war conditions have in some cases hampered publications in Spanish America through paper shortages, shipping conditions, etc. A few others are: (1) *El Comercial*, Quito, Ecuador; (2) *La Nación*, San Martín 344, Buenos Aires, Argentina; (3) *La Prensa*, Avenida de Mayo, Buenos Aires, Argentina (this does not have comics, I believe). (For a list of Spanish American magazines, including addresses and subscription prices, see *HISPANIA* for December, 1942, pp. 405-414.)

There is a possibility that our college drama department will choose a Spanish or Spanish American play in English translation for its major production this year. Can you suggest an appropriate title?

B. LAMAR JOHNSON

Stephens College,
Columbia, Missouri

Martínez Sierra's *Cradle Song* (New York: E. P. Dutton and Company, 1927) has been well received by American audiences and would be suited to student production. Ethel Barrymore starred in it. Another good play by Martínez Sierra is *The Romantic Young Lady* (a translation of *Sueño de una noche de agosto*). There are translations available of other good plays (by Benavente, the Alvarez Quintero brothers, and others) as well.

Student Leaders Speak Up

OTTO RHOADES

AFTER graduating and being away from college activities for several months, what do former student leaders of campus affairs think of the various individuals with whom they worked while carrying out the duties of their offices? What suggestions do they have for faculty sponsors and future student leaders?

These questions were submitted, during August and September of 1942, to a list of June graduates recommended by their college heads as having been outstanding student leaders. Fifty-five men and 52 women responded. The replies represented 26 of the 38 public junior colleges in California—15 of the 17 with enrollments above 1,000, 11 of the 21 with enrollments below 1,000.

The questionnaire contained these items:

Referring directly to your experience in student organizations on your own campus:

1. What did the faculty do which hampered you most?
2. What did the faculty do which helped you most?
3. What did other student leaders do which hampered you most?
4. What did other student leaders do which helped you most?
5. What other things hampered you most?
6. What other things helped you most?
7. What suggestions can you make to faculty members which might help them to help student leaders do their jobs better?
8. What suggestions can you make to future student leaders which might help them to do their jobs better?

OTTO RHOADES' article on junior college student leaders is an outgrowth of a seminar study he made at the University of California while he was an instructor in business education at Sacramento Junior College. Recently Mr. Rhoades has become an examiner for the California State Personnel Board at Sacramento.

The replies are summarized in the following table.

	No. of Times Mentioned ¹	Colleges Represented ²
<i>1. Faculty Hindrance</i>		
They dominated or controlled activities	41	21
They lacked interest in student activities	36	21
They did not cooperate in activities	31	19
They held to traditional ways of doing things	21	12
They lacked confidence in students' abilities	14	12
<i>2. Faculty Help</i>		
They helped with ideas, knowledge, experience	70	26
They were understanding, kind, interested	51	23
They participated, attended affairs, worked	37	19
They encouraged initiative, gave credit	33	20
They gave special help in departmentments	11	11
They boosted activities in class rooms	11	10
<i>3. Fellow Leader Hindrance</i>		
They were undependable and inefficient	40	20
They were most interested in the welfare of a special group	33	18
They interfered with other leaders, took too much authority	28	16
They would not contribute nor cooperate	23	17
They wanted glory without working for it	19	13
<i>4. Fellow Leader Help</i>		
They cooperated in each other's activities	65	24
They gave ideas, made suggestions	37	18
They did their share of the work	34	21
They were friendly, considerate, appreciative	21	16
They were dependable, reliable	16	14

¹Only the items mentioned by at least ten respondents are included in this summary.

²These figures can be compared with the total number of colleges, 26.

5. Miscellaneous Hindrances

Lack of school spirit and student support	45
Insufficient time for all activities.....	21
Lack of facilities	11
Effect of the war	11
Too much "red tape"	10

6. Miscellaneous Helps

Cooperation of students	40
Appreciation and encouragement of faculty	32
Cooperation of businessmen, service clubs	15

7. Suggestions to Faculty

Be interested, friendly, "human"	53
Guide, rather than control	39
Participate in activities, attend student affairs	20
Be open to change and novel ways of doing things	16
Teach techniques of leadership	10
Encourage all students to participate in activities	10

8. Suggestions to Future Student Leaders

Be a good executive, delegate duties	30
Direct affairs for the welfare of the whole school	27
Cooperate with the faculty, welcome their participation	25
Cooperate with other leaders and with groups	24
Be friendly and modest, give credit for service	24
Bring more students into activities	20
Do a good job, work hard	17
Be trustworthy, sincere	17
Learn duties of offices, study parliamentary procedure	17
Don't undertake too many activities	16
Plan ahead, early and carefully	16
Try novel ideas	11

Comments on the Faculty

Discussing Question 1, the president of the associated men students of one of the largest colleges illustrated the feelings expressed by many student leaders towards faculty domination of student activities:

Some faculty sponsors tend to be dictatorial in their attempt to make student government or club activities more efficient. They can't seem to understand that student activities are the training ground for future adults in community life and are necessarily inefficient since the students are merely learning.

The student body president of

another of the largest colleges gave his conclusions about faculty interest in student activities:

Except for the administration representative, the faculty were only faintly aware that we existed. Nothing much can be said either way about the faculty. They had no part in my experience.

Regarding faculty participation, the woman president of one student Christian association wrote:

The attitude of the faculty in general was the greatest hampering factor. It seems that most of them came to school to teach their classes and then leave. A really fine feeling of cooperation between faculty and students could be achieved by greater faculty participation and interest in the work their students are doing outside of classes as well as within them.

Summing up the answers to Question 1, both the wording and tone of the comments indicate that the faculty's presence is needed "to make affairs complete," and that faculty members are wanted as friends and participants rather than as sponsors or chaperons.

The responses to Question 2 tell of the many helpful things which the faculty did to assist the leaders with their problems. But in almost every case the helpful things which the faculty did were done by one person, or at most a very few. Examples of this almost invariable qualification are: "There were only one or two faculty members who actually helped in any way." "The isolated case of faculty members who would take part . . ." Where help was given, appreciation was expressed by leaders without stint. Three statements will illustrate:

The few faculty members who really showed an interest in my extracurricular activities helped me more than any course I have ever taken.

Generous and consistent interest [of the faculty] really put over our plans.

It is the faculty's dependable help that enables the officers to carry out their ideas, even though they find that many of their

committee members have forgotten what they were supposed to do.

Some of the warmest appreciation was expressed for faculty members who "guide and suggest, rather than order and direct." Two leaders described what seems to be the ideal situation.

The fine thing about his participation was that he was never overbearing—we never felt we had to agree with his suggestions just because he was a faculty member.

Suggestions were given in such a way that you felt you could discard them if you wished—that it wouldn't bother anybody if they were not used.

However, the most impressive contribution the faculty made to the work of student leaders was the assistance rendered through ideas, special knowledge and experience. Seventy of the 107 replies mentioned this type of help. This was the greatest number of comments on any one topic under any of the questions. Students newly elected to office were especially grateful for aid given "by sympathetic and understanding teachers." Other statements of the same idea are: "The faculty representative was practically the only carry-over from term to term." "Many times we needed the faculty's opinion in order to fully weigh the evidence."

Comments on Fellow Student Leaders

The most common deficiency which student leaders found in their fellow leaders was that they did not take their jobs seriously and that this situation "undermined the confidence the faculty advisers had in the rest of us and in student activities as a whole." Specific complaints are listed in the answers to Question 3.

Many striking parallels between student government and adult government appeared in the responses. Typical expressions were:

Too often student leaders are elected for

their social popularity, which is no indication of ability.

Elections often showed strange results, and inefficient persons sometimes won over a better candidate who wasn't so popular.

One may be elected head of something and be able to sway crowds, but still he may not be too trustworthy in leading them the ethical way toward an ethical end.

Another contributing factor [to hampering situations] was the failure of the student body to delegate authority to the students best fitted to carry out that authority.

Mixing politics with student government is inevitable. The part I disliked is those who are slick politicians but lousy workers after getting in. Another type is the popular person nominated for office who doesn't turn it down even though not qualified.

Contributions made by fellow student leaders paralleled those made by the faculty; they were few in number but tremendously appreciated. Answers to Question 4 made by leaders from the largest and smallest colleges will illustrate.

Reliable workers, the few that there are, are the only thing which "saves the ship." Not everyone can have an important job; it's the little jobs which must be done.

Of course the thing that always helps most is cooperation. This doesn't always mean that they actually put out physical effort to help you when you are working on an idea or program, but they give you moral support, constructive criticism, a word or two in the way of talking it up. If they are not actually working with you, that feeling that they are behind you is more than heartening.

Comments on Miscellaneous Factors

Many of the problems of student leaders, other than those connected with faculty and fellow leaders, center in the lack of "school spirit." ("School spirit" appears to be thought of as interest in and support of student activities.) The situation is summarized in the following quotations from answers to Question 5.

The apathy of many students toward a student program designed for their benefit by student leaders is scarcely understandable.

The students didn't turn out for school parties, dances, etc., as strong as they could

have. We never could find out the reason for that.

Most students show—as in every-day life—little interest in the every-day work of the government.

We were hampered by a definite lack of school spirit—even in officers, whose attitude that it was all bound to “flop” was disconcerting, to say the least.

The students would complain that a certain elite group ran the school; but when offered an opportunity to do something themselves, they wouldn't accept the responsibility.

Solutions to the problems of school spirit were offered in answer to Question 6. These seemed to add up to the idea that most school problems could be solved through the genuine cooperation of all the students, the faculty, administration, office staff, the townspeople, and the board of trustees. The following comments are typical:

I found the willingness of students to help out if given a chance was outstanding.

Sometimes students whose main interest was academic would find time to help on a committee or two during the term. It is surprising the enthusiasm they show. . . . If only these people could be encouraged to participate more in extracurricular activities.

The board of education was shockingly helpful. My suggestions were accepted and approved by the higher authorities quicker than by the faculty of my own school.

Many times it was possible to get advice from business men and to enlist their support in activities.

There is no better way of making a successful term than to have the enthusiasm and cooperation of the whole school. This can be done by giving everyone a chance to help; not only giving the chance, but urging them to participate.

Suggestions to the Faculty

In response to Question 7, half of the students asked for the friendly interest and understanding of the faculty. These are samples:

If possible, forget the definite line between students and teachers. They should be more friendly advisers.

It would help if instructors were not afraid to take the first step in this direction. Many faculty members say they would be willing to help but are never asked. If these faculty members would show more of an active

interest, I can't help but feel they would be asked.

Some special suggestions were made as to the ways in which faculty friendliness could be shown.

Try not to wait until the day after the big game to give mid-terms.

Get down to earth and work with students instead of against them in extracurricular activities.

Don't hold the fact that a student is a leader against him.

Faculty members should continually offer ideas which will enlighten leaders rather than crush their hopes.

Suggestions to Future Student Leaders

The legacy of suggestions, advice, cautions, and philosophy which student leaders bequeathed to their successors shows a wholesome confidence in the capacities of those to follow. The following quotations were taken from answers to Question 8.

The realization that student activities are more or less a workshop or training ground for future Americans will help student leaders do their jobs well.

Student leaders should divide responsibility and give more people a chance to help and develop themselves. I think too many times student leaders try to do everything themselves.

Forget group opinions or affiliations and remember you are an officer of the entire student body.

Future student leaders should know that being a student leader is important. It is important because school life is important to the students. Very often the experience girls and boys have in school influences their future lives.

When you encounter something that is too big for you to figure out by yourself, consult the faculty member advising the commission or some other member of the faculty whose advice you value.

Study all records of past officers and leave good records behind.

The former student leaders having just finished their terms are a valuable source of information.

Off the Record Statements

About 25 per cent of the returned questionnaires were accompanied by

letters discussing the survey. Quotations follow:

Pardon my blowing off all this steam, but it is indeed a rare situation when somebody wants to know your troubles.

Your survey of student organizations stimulated much interest and discussion among my classmates and myself. I am certain it will not only bring to light many vital problems and their solutions, but benefit, as well, each contributor as he thinks through and analyzes his junior college activities.

I would like to add here that no matter what I may say about the problems, large and small, I know I shall never, never regret one moment spent working in extracurricular activities, since one does not only gain some business ability but also better acquaintance with students and faculty along with immeasurable experience in learning that one's tolerance is a main factor in reaching a goal.

Conclusions of the Survey

The data gathered in this study indicate that the student leaders who responded generally believe: (a) that they were delegated to perform certain important functions on the campuses of California public junior colleges; (b) that they were unable to perform these functions as effectively as they might have; (c) that they were chiefly handicapped at points where student activities operated undemocratically; (d) that the limitations they encountered centered in faculty control, the lack of faculty participation, the shortcomings of student leaders, and the lack of school spirit; (e) that the limitations might be overcome by a greater appreciation of the educational values of student activities, realization by student leaders of their responsibilities and training for their duties, and the wide-spread participation of the entire college community; and finally, (f) that the success of student activities rests largely upon the attitudes and efforts of student leaders. These reactions were general, irrespective of the size of the college attended, the sex or position of respondents.

DIFFICULTIES—AND MACHINES

Each year the division of business education of Fullerton Junior College, California, makes a study of its graduates. The tables shown below are taken from a complete report prepared by R. R. Snyder, chairman of the division of business education. The first table shows the difficulties that graduates face most frequently on a new job. The second table shows the office machines that are most frequently used on the job. Both of these tables should prove helpful to teachers in placing emphasis in their instructional work.

Difficulties Met on the Job

Typing figures	65
Using the telephone	31
Lack of speed in shorthand	30
Spelling	25
English fundamentals	24
Arithmetic fundamentals	22
Lack of speed in typing	19
Inability to use adding machine	17
Penmanship	17
Tabulation problems	16
Lack of accounting knowledge	13
PBX switchboard work	13
Alphabetizing and filing	13
Cutting stencils	10
Lack of speed on comptometer	10
Making out deposit slips	9
Using rotary calculator	8
Using mimeograph machine	5
Using bank posting machine	3

Office Machines Used on the Job

	No.	Per Cent
Typewriters	238	63%
Regular adding machines	157	47
Mimeograph machines	78	21
Ten-key adding machines	76	20
Rotary calculator (Monroe, Marchant, etc.)	72	19
Key-driven calculator (Comptometer, etc.)	67	18
Check writer	65	17
Cash register	48	13
Fluid duplicator	33	9
Bookkeeping machine	30	8
Gelatin duplicator	26	7
Bank posting machine	20	5
Addressograph	19	5
Billing machine	10	3
Miscellaneous	27	7

A Junior College at the World's Crossroads

ROGER C. HACKETT

THE CANAL ZONE Junior College is much like the average public junior college in the United States in its administration, admission and graduation requirements, curricula, courses, faculty, methods of instruction, equipment, and extra-curricular activities, including publications, but in other respects it is by way of being a unique institution. In fact, in several ways it is unique, and in others it is very different from most other junior colleges. In the first place it is the only junior college which is owned, operated, and partly financed by the Federal government.¹ In the second place it is one of the only two junior colleges outside the continental United States which are listed in the *Junior College Directory for 1944*. Although a number of other junior colleges do exist outside the United States,² the Canal Zone Junior College is the only one which has ever been accredited by a United States regional accrediting agency.³

In the third place the Canal Zone Junior College is probably decidedly more cosmopolitan in the make-up of its student body than most other such institutions, especially when its less-than-average full-time enrollment is considered. For instance, currently enrolled among its slightly more than 100

day students there are citizens of China, Costa Rica, Cuba, and Spain, as well as, of course, Panama. Within the past few years students have also been enrolled who owed allegiance to Ecuador, Peru, Colombia, and Great Britain. Normally about 10% of the day students are citizens of countries other than the United States. It is also of interest to note that the American students have been born pretty much all over the world; e.g., Tokyo; Manila; Bandoeng, D. E. I.; Honolulu; Puerto Castilla, Honduras; Aruba, D. W. I.; Ponce, P. R.; Paris; and Istanbul; as well as the Canal Zone, Panama, and nearly all of the states in the United States.

The students in the college's Extension Division (evening classes held on both sides of the Isthmus), which has enrolled more than 1,000 students in a year, are even more cosmopolitan in their origins than are the ones in the day classes. Nearly all the countries of Europe have been represented in it by men or women born in them, and outside of Europe, Canada, Malta, and

¹It is operated immediately by the Division of Schools of the Executive Department of The Panama Canal. The Panama Canal is an independent Federal agency which reports through the War Department. Tuition charges, which range from \$180 to \$225 per year for full time students, account for roughly two-thirds of the college's operating expenses.

²W. C. Eells' *The Junior College* (1931) mentions two in the Philippine Islands, two in Canada, one in China, and one in Greece (page 22). Others have since been established, most recently one in Havana.

³The Middle States Association of Colleges and Secondary Schools. This association also accredits the two Canal Zone high schools (Balboa and Cristobal).

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Iraq have also been represented. The Extension Division students have outnumbered the day ones by as much as 10 to 1. Customarily more than half of them are servicemen.

In the fourth place it may be doubted that many junior colleges have drawn students from as great a distance as has the Canal Zone Junior College. Disregarding students who were born in far parts of the world and just happened to come to Panama to live, students from as far away as Minneapolis have been enrolled in the Canal Zone Junior College. This is nearly 3,000 airline miles from the Canal Zone. Students make extended visits to locally resident relatives which they would not make but for the existence of the Canal Zone Junior College.

In the fifth place it is to be doubted that many junior colleges can provide speakers of the calibre which have been made available to the students of the Canal Zone Junior College. This is due, of course, to the fact of its location in a foreign country⁴ and at what the "natives" of the Zone like to call the "Cross Roads of the World." Among the speakers heard by junior college students within recent years have been an ex-president of the Republic of Panama, two rectors of the University of Panama, a Panamanian member of the Assembly of the League of Nations, the Commissioner of Education of the United States, and the Secretary of the American Philosophical Society, as well as various diplomatic representatives, high ranking Army and Navy officers, and college professors from universities located in many parts of the United States.

In the sixth place it is probable that few junior colleges have furnished stu-

dents to so many senior colleges and universities, and such widely scattered ones, as has the Canal Zone Junior College. Of the 937 different day students it enrolled during its first 10 years of existence, 185 (110 out of 239 graduates) transferred to four-year institutions. The institutions of their choice have numbered more than 60, and they have been located in all parts of the United States—literally from Miami to Boston and from Seattle to San Diego. With a few exceptions every state in the union is represented among them, and outside the United States, Panama, Peru, and Canada are also represented. They include such institutions as Harvard University, Carnegie Institute of Technology, Purdue University, Smith College, Stanford University, Tulane, Wellesley, and the state universities of California, Delaware, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, North Carolina, Ohio, Pennsylvania, Texas, Utah, and Washington. It is a source of pride to the Canal Zone Junior College that the students it has sent to other institutions, especially its graduates, have, on the whole, done well. One graduate was elected to Phi Beta Kappa at Smith College and another graduated 45th in a class of 764 at the Naval Academy. Among the graduates of the college are engineers, doctors, lawyers, high school teachers, librarians, journalists, and "permanent" Army and Navy officers.

Other unusual features of the Canal Zone Junior College are entirely the result of its tropical and engineering environment. For instance, the students play baseball and tennis during January, February, and March (the dry season) and basketball in April and May; and students in their class and field work normally have access to tropical fauna

⁴The Canal Zone is technically a part of the Republic of Panama although that republic does not exercise any authority in it.

and flora, to uncivilized tribes (within less than 100 miles of the Canal Zone), and to engineering works of great complexity and interest. And finally, it may be mentioned that the administrative head of the college is styled "Chairman of the Faculty," which, so far as the *Junior College Directory* for 1944 reveals, is a unique title!⁵

HELPING A MINORITY GROUP

(Portion of an article by J. W. McDaniel, Bakersfield Junior College, California, in *California Journal of Secondary Education* (October 1943), 18:360-61.)

As an example of the work of a student group, a brief description of the origin, purposes, and activities of our Negro club at Bakersfield Junior College may be of use to other schools faced with minority problems.

This small local group grew out of the initiative of one student during the 1941-42 school term. All Negro students in the Junior College and all high school seniors were invited to membership. The Club set for itself the following purposes:

1. To set a high standard of school citizenship and of individual conduct in all interracial contacts.
2. To become an active force in the positive development of interracial cooperation.
3. To become a center for the study and spread of the accomplishments of American Negroes.
4. To increase capacity for objective thinking.
5. To provide opportunities for fellowship and recreation for Negro students.
6. To work for enlarged economic opportunity for Negro students and to encourage full utilization of educational opportunities.

During the two years that this club

has been organized on our campus, it has carried out the following activities:

1. Maintained regular fortnightly meetings broadly educational in character. In addition to carrying on the usual study and practice of parliamentary procedure, the club has planned programs of interracial education and has studied, through reports and discussions, some of the literature on Negro culture and achievements.

2. Sponsored and conducted three community-wide round table discussions of minority group problems. These discussions have brought together adult members of local groups. A direct outgrowth of the meetings held by our college club has been the formation of a county intercultural council devoted to continuing a program of education for group cooperation.

3. Raised funds and set up procedures for the awarding of an annual scholarship to an outstanding Negro student graduating from any of our high schools and continuing college training. The club has done the entire job of providing this scholarship and has set for itself the task of raising funds each year for its continuance. The fund-raising project is to be interculturally educational.

4. Conducted a study of educational progress and occupational choices of Negro pupils in local elementary and junior high schools. This study provided the data and the incentive for a broad investigation of the relevance of occupational choices to employment opportunities.

5. Held open house on two occasions for Negro soldiers from a nearby Army post.

6. Held a reception in honor of a distinguished Negro artist, Dorothy Mayor, at which local music lovers of both Negro and white groups joined in paying tribute to great talent.

It is, of course, too early to evaluate the effects of an active Negro club on local interracial attitudes and activities. Even within the college, the rapid turnover of students makes difficult the development of traditions of respect for the individual. It is our qualitative observation that since the Club has been formed our white students show more positive approval of our Negro students as fellow members of a student body and that they share with the Negro students a feeling of pride in the community accomplishments of the Club.

⁵Other titles of junior college executives: President, Vice-president, Dean, Superintendent, Director, Associate Director, Administrative Head, Administrative Director, Principal, Chairman, Headmaster, Rector, Registrar, Business Manager, Head, and Executive Officer. Some of these titles are also unique!

Psychology—In the War and After (VII)

The Association's Committee on Psychology in Junior Colleges, under the chairmanship of Miss Louise Omwake, has asked a score of national leaders in the psychological field—most of them now in important government service—to (1) suggest desirable wartime modifications in the general psychology course in junior colleges, and (2) describe the important contributions of psychology in their fields to the war effort and postwar reconstruction. The suggestions of these specialists regarding the general psychology course were printed in the September *Journal*. In each of the remaining issues for the year are appearing two or three of the detailed reports of these people on significant psychological contributions toward victory and effective peace. Three are printed in this issue.

Material on Contemporary Peoples

GREGORY BATESON

HISTORIANS have long recognized that differences in quality and content of "Nationalism" and "Democracy" in different cultures are of prime importance; that, for example, democracy in Bulgaria, where only about two per cent of the population belongs to what we should call the "middle class," is necessarily very different from democracy in a country with a large class of this kind. Similarly, we have to recognize important differences in the stage of evolution of such concepts as "Nationalism," which may be said to pass through a pre-conscious phase before becoming clearly defined.

The problem which Regional Training must face is that of making the student aware of the very significant differences which occur between one com-

munity and another. The men when they come to their training will have had virtually no experience with regions other than their own. Even if they have been abroad, they have probably not been awakened to the profound and systematic differences in character and conduct existing between one people and another—differences which arise out of the unique historical, economic, cultural, etc., background of each people, but which are expressed today in their everyday behavior.

For men who lack the awareness of these fundamental differences, it is likely that the necessary training in economics, geography, and history will lack that special concrete "experience" quality which is essential if the men are to act appropriately and with confidence in their various regions. The men, when they go to their regions, will inevitably be in large measure "green troops," in the sense that they will have had theoretical training but will lack a practical sense of what that training was about. They will lack the ability to apply that training in practical, everyday contact with the people of the region. They will not know what the history and economics mean in terms of everyday in-

GREGORY BATESON, who is of English birth, received his B.A. and M.A. degrees from the University of Cambridge, meanwhile doing extensive research in science and anthropology in Bali, New Guinea, and other islands of the South Pacific. While in Bali he collaborated in research with Margaret Mead—author of our next article. Bali's reputation for romance evidently justified itself, for soon Miss Mead became Mrs. Bateson. At present Mr. Bateson is anthropological film analyst at the Museum of Modern Art in New York City.

ter-personal behavior, nor will they know how the people regard the various problems which arise out of their historical and economic background. Linguistically, the students may be able to translate a "Times" editorial into the language of the region, but they will not know whether the arguments used in the editorial, the types of appeal, the similes, the jokes, are actually appropriate to that region. They will not know what it is like to talk and deal with the people of the region.

This lack of insight may well become a source of danger. Every error which we make in the first few weeks of our contact with a foreign people is doubly serious, because it is precisely in these first few weeks that the later tone of our attitude towards them and their attitude towards us is set—and once set, such tones and attitudes can only be shifted with great difficulty. It is not enough, therefore, to hope that the students, on arriving in their regions, will be able to pick up cues for their own behavior from the people of the region. In parts of Southeastern Europe, for example, the visitor will observe that the men tend to ignore their womenfolk, and the visiting foreigner will naturally (if he is observant) try to do likewise. He will thereby give bitter offense to the men, who expect that he, as a foreigner and visitor, will treat their women with ceremonious respect. . . .

It is suggested that in place of the old illustrative use of cultural material, where the student was asked to contemplate photographs of architecture or costume, the Regional Training would do well to substitute a disciplined and systematic approach to various types of cultural material from the regions concerned.

Such material should include interviews with living persons from the re-

gion, fictional films, literary materials, observation of organized groups, social case work materials, popular and advertising art, jokes, games, public speeches, and recorded radio materials, photographs, museum materials, newspapers, manifestos, etc. The students should be shown how this material is related to the character, values, aspirations, and conduct of the people. . . .

For example, it would be possible to take the games of a region and to teach the students not merely the rules but the sort of excitement and the sort of side remarks that occur during the game. The mere knowledge of the games is likely to be exceedingly valuable to the student in improving his relations with the people of the region, but more than this, a knowledge of the games can be made to give the student a greater understanding of the people in many other aspects of their life. If all those who are now concerned with Anglo-American relations on both sides of the Atlantic had a good knowledge of both cricket and baseball, and of how these games express the special character of English and American culture, their efforts to promote understanding between the nations would be more effective.

Mastery of a game, as it is played in another culture, should provide valuable clues to the regularities in the character of the people. What is the etiquette about, to protect players from accusations of cheating, to prevent cheating, to make cheating possible, to define the situation and so supersede class, age, or sex etiquette? What is the standard of fair play? How is the winner supposed to behave? Should a winner allow a loser revenge? How do the kibitzers behave? Does the watching group identify with the winner or the loser or try to preserve a balance, rooting now for one

side, now for the other? Are there penalties for winning too consistently? What are the attitudes towards skill and luck? Is gambling behavior associated with drunkenness, disappointment in love, success, the harvest, boredom? . . .

With the type of approach which is here advocated, it is even possible to show to the students what sorts of conflict and mutual resentment are likely to occur between individuals of different regions. It is possible to define systematically the "arrogance" of the British and the "boasting" of the American by relating these traits to the rest of their respective cultures, especially to the differences in the family setting on the two sides of the Atlantic. Further, it is possible to show how it is that "arrogance" is disallowed in America, while "boasting" is disallowed in England, so that either side is likely to be offended when encountering the peculiarities of the other. . . .

For certain regions of the world, not only good cultural materials but also good theoretical analyses are already available, notably for America, Germany, Japan, and some of the islands of the Pacific and Indian Oceans. For France, China, and Hungary, a beginning has been made; but we have as yet virtually no knowledge of the relations between character and culture in the Balkan countries, the Near East, North Africa, and Siam. In studying cultural material and living subjects from these last-named regions, the teacher and the students would be embarking on a common exploration of unknown ground. This fact should be used positively as an incentive or stimulus—even at the risk of straining the teacher's ingenuity and imagination.

Special attention should be given to the connecting links between the study

of the living people and their products, as here outlined, and the study of the various more developed academic subjects. In the case of linguistics, the connections are obvious. The study of a language goes naturally hand in hand with an increasing awareness of how that particular language is handled. A knowledge of what sort of things are characteristically said in that language, what sort of manners are appropriate in native conversation, what sorts of emphasis are considered rude—every piece of insight or information of this kind will make the student more truly proficient in the use of the language. . . .

History, similarly, is very closely related to the question of what sort of people the inhabitants now are. While it tells the students how the people of the region became what they are, it also tells them, very realistically, what sort of system has been achieved. The facts which the historian organizes are also facts known to the contemporary people, who may be said still to be reacting to their distant past. They may exaggerate and distort it, but still the accurate description of that past, properly taught, should be an ideal introduction to a complete understanding of what the people now are.

Similarly, a study of living individuals, films, works of art, as they are today, can be made to reflect on the material taught by the historians, so that the historical material may become newly meaningful. . . .

The study of economics, geography, political science, law, can likewise be made vivid and meaningful by insisting that these are all indirect but very important methods of describing the people themselves. The development of various types of economic groupings (guilds, trusts, unions, consumer groups, etc.) can be shown to conform to the

basic character of the people. It is no historic accident that the labor movement has taken one form in one country and another in another. . . .

Geography is also, in part, a means of describing the living people, and in addition to learning the realities of geographic location the student should become aware that these realities have also shaped the character of the people. The geographic position of a nation surrounded by neighbors in a world without international organization and control gives to the people a real basis for certain sorts of suspicion. The people can point to maps to justify a myth of encirclement. . . .

Utilizing the approaches of history,

geography, economics, combined with the study of the people themselves, the student can finally be made aware that an area of freedom still remains within which social change can be guided by planned procedures. Every change for which the administrator strives must fit with the character of the people and their economic and geographical circumstances. But this does not mean that we can do nothing to alter social events. Nazism and Bushido, since they occurred, must undoubtedly have fitted with the settings in which they developed, but this does not mean that either of these political cults was inevitable, in the sense that it could not have been forestalled by people on the spot who understood that cultural setting. . . .

Training of Regional Specialists

MARGARET MEAD

BY OBSERVING the behavior of living members of a culture, all of the various aspects of that culture which have been analyzed out as the economic, political, social, etc., aspects will again be seen as a whole, and the student can see at first hand that the way in which a people handle their finances, their habits of political factionalism, the type of discipline used in their army, and the type of guerilla warfare in which they engage are all systematically related to each other. The living informant, whether he be a wine merchant, a colo-

nial administrator, a newspaper man, a diplomat, an army officer, a labor leader, a priest, a refugee or a naturalized American citizen, and whether the students encounter him alone or among a group of his nationals, will provide a synthesis of all that the student learns in the more analytic courses dealing with the history of banking and taxation, the development of agriculture, or the growth of political parties within that country.

The student needs to know how to judge the people of the region to which he is going, how to tell whether a man is to be trusted, how to recognize whether his own people trust or distrust him. He must be able to spot a leader in the terms in which the foreign culture recognizes leadership, must be able to distinguish shillyshallying from courtesy, lying from etiquette, anger from

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drama, trust from mere submissiveness, responsibility from dominance. He needs to know the characteristic tones and gestures, manners and customs which distinguish members of different regions, the rural from the urban, the proletarian from the shopkeeper, the professional politician from the landed gentry, those with definite ideological positions from those who act in terms of their status, religious group, and occupation in their society. He needs to be able to tell whether a group of six people are working together or actually engaging in a quiet sort of mutual sabotage, whether there are factions and antagonisms within the group or not, whether raised voices mean interest or anger. He cannot learn these things from books and lectures. He must actually see and hear and when possible also participate in scenes in which living representative members of the region which he is studying are acting.

In the contacts with living sources, responsibility should be thrown upon the students to observe the contrasts in the behavior of the subjects, to analyze their own responses to the blank courtesy of an Oriental or the volubility of some Southern European group. As different representatives of their region come before them, as army officers, colonial administrators, linguistic informants, banking experts, the students should be required to look for the regularities in their behaviors, to see each one as both the representative of his special class and occupation, and as a representative of the total emphasis of the society. Thus they can be brought to see that there is a relationship between the point of view of a Netherlands or British administrator in a Malay country, and the behavior of the Malay; between the points emphasized by the army officer and by the profes-

sor in a country in which military and academic are felt to be very contrasting careers, as compared with countries having a civilian army tradition. Throughout they will be looking for regularities, for internally consistent ways of handling human relationships, for attitudes towards authority which permeate all of life from the behavior of a street car conductor to the behavior of the highest state official, or attitudes towards individual freedom from interference which include the lack of toadyism in the shopkeeper as well as the courtesy of the income tax collector. As representatives of government services talk to them about procedures and routines, they can learn whether red tape in that particular country is a device for catching the guilty or for disciplining the innocent among the general public.

Unless one has seen a large number of a foreign nationality group, one's judgment is distorted by the individualities of those whom one has seen; accidents of intelligence, personality type, even size and general appearance may give a completely false picture. This picture the student will then carry back into his reading of books on agricultural economics, so that for instance he may, in spite of himself, have an image of a dapper little man with a waxed mustache, wearing a morning coat and patiently driving an oxcart. A lecturer who is evasive in his answers, a linguistic informant who is defensive and assertive, may color all of the students' expectations of what the people among whom they are going to have to operate will be like. To discount all such accidents of individuality, to teach the student how to judge individual differences, among Chinese, among Hindus, among Italians, among Malays, it is therefore necessary that he should see a good many of them, of different classes.

Coordination of Psychological Services

WALTER R. MILES

IT IS URGED by some that psychology, or mental engineering, whatever it most properly should be called, could contribute more if given status as a definite arm of the government service, with government appointed officers, a budget granted by Congress, and a comprehensive program geared to our present military organization and secondarily available to industrial and other civilian interests. . . . Efforts to establish such a governmental division would probably meet with a great deal of resistance, especially from those areas where it now seems psychology should have its greatest usefulness for the national emergency. It is not improbable that officers of the Army and the Navy feel more free and more inclined to make use of scientific psychology as it attempts now to operate under a civilian rooftop than if it were a government department, well housed and under its own big flagpole. An officer at present, no matter which arm of service he comes from, has no reason to fight shy of the man or woman civilian whose profession is the study and analysis of human behavior. He may feel that our point of view is academic and unpractical and that our results on civilian populations do not fit the picture of the personnel with which he works. But whether agreeing or disagreeing, such a discus-

sion is relieved of any element of competition that could easily exist between collateral governmental divisions concerned with the application of psychological principles. . . .

The present plan and arrangement—a representative Emergency Committee on Psychology under a division of the National Research Council, with centralized records and memoranda at headquarters in Washington within reach of governmental offices and liaison contacts and in touch with psychologists all over the country—while in line with the general American scheme of things as developed at present, falls short of accomplishing what ought to be done now. This failure is chiefly because of lack of budget. We should have some full-time scientific personnel resident in Washington, who could devote themselves to the duties and responsibilities of conferences with representatives of different governmental services and thus facilitate the maturation of problems and projects, and, when available, the conveyance of the results of such studies to those spots where they would be most useful. The studies themselves must be subsidized. Many of them can be conducted in connection with existing laboratories in our colleges and universities. But these institutions cannot pay for the studies that are needed. We should have available government funds, a substantial budget or budgets, either coming through the Office of Scientific Research and Development, or assigned to the National Research Council, to be expended under our Division on the recommendation of the Emergency Committee and with supervision of the Council. . . .

WALTER R. MILES is Chairman of the Committee on Problems of Neurotic Behavior of the National Research Council. Dr. Miles, who received his Ph.D. degree from the State University of Iowa, has been professor of psychology at many leading American colleges and universities, including Wesleyan University, University of California, Stanford University, and, since 1932, Yale University. He has also since 1932 been attending psychologist at the New Haven Hospital.

California Junior Colleges in War Service

REPORTS FROM ADMINISTRATORS

THE September through February *Journals* summarized information concerning the war service of junior colleges in the New England, Middle Atlantic, Southern, North Central, and Northwestern States which had been received in response to the following request sent to each junior college administrator:

I want to publish in the *Journal* a list of all faculty members who during the past two years have left their institutions to go into any type of distinctly war service, either with the armed forces or in a civilian capacity. I should like to have (1) the name of each individual, (2) his position in your institution (dean, instructor in psychology, etc.), (3) present rank or position (major, administrative assistant, etc.), and (4) branch of service (army, navy, marines, WAVES, Office of War Information, etc.) Will you also give me your best estimate of the number of your (1) alumni and (2) students since December 7, 1941, who have gone into any branch of the armed forces.

This article reports similar information furnished by administrators of junior colleges in California.

It may be noted that the 37 junior colleges replying (of the 58 day junior colleges in California) name 492 faculty members who have gone into war service. These same institutions reported 1511 faculty members in the 1944 *Directory*. Thus 33 per cent of their staffs has been lost. In addition, 34 of these junior colleges estimate that at least 45,202 of their students and alumni have gone into some branch of the armed services.

Antelope Valley Junior College

Allan K. Dallas, instructor in physics and mathematics; Navy
Robert Durbin, instructor in anatomy and bacteriology; Lieut., Army
Ralph Hallman, instructor in English; Lieut., Army

Ernest Leidholt, instructor in commerce; Major, Army
Albert LoBuono, instructor in typing; director, American Red Cross
Ward Myers, instructor in physical education; Ensign, Navy
Theron White, instructor in music; Navy
Alumni 100, students 40

Armstrong College

Don Badertscher, instructor in merchandising; paymaster, Maritime Commission
Fred J. Collins, director of school of accounting; Lieut., Navy
John B. Fleming, instructor in management and finance; personnel director, Kaiser Permanente Plant, Manteca, California
Cecil Hughes, director of school of education; International Red Cross, foreign service
R. C. Journey, instructor in accounting and finance; economist, Office of Price Administration, Washington, D. C.
Earl L. Kelley, dean of faculty; Capt., Army, Civilian Governorship Group in Occupied Territories
Edward L. Kremers, instructor in accounting; Lieut., Navy, Auditing Service
George A. Leatherman, director of school of management; economist, State Railroad Commission of California
Mrs. Alta E. Winter, registrar; stenographic supervisor, Kaiser Corporation, Richmond Shipyards, California
Louis B. Wishar, director of junior college; Lieut., Army Air Corps, instructor, Santa Ana Pre-Flight School, California
Alumni and students, 750

Bakersfield Junior College

Homer E. Beatty, instructor in football; Lieut., Army Air Corps, School Squadron Specialist in Physical Training
Percy M. Bliss, instructor in physical education; Major, Army, General Staff School, Ft. Leavenworth, Kansas
John Clymer, instructor in history; Lt. Com., Navy, squadron commander on carrier in the Pacific
William Van V. Ewert, instructor in history; Lieut., Navy, communications officer, Daytona Beach Naval Air Station, Florida
J. Paul Freed, instructor in science; Lieut., Army Air Corps, director of ground school, Minter Field, California
Larry B. Hall, instructor in tennis; Lieut., Navy, Naval Argus Unit

Calvin N. Mueller, instructor in music; Ensign, Navy

Nicholas Pananides, instructor in mathematics and engineering Lieut., Navy, instructor, University of Michigan Officers Training Program

Alan B. Parker, instructor in radio production; Army Specialist, Radar Laboratories, Washington, D. C.

Donald Robesky, instructor in football; Lieut., Navy, landing craft officer

Adelaide Schafer, instructor in German; Women's Army Service Pilot Command

Theron S. Taber, dean of men; Lieut., Navy, administrative officer, Navy V-12 program, University of Colorado

Alumni unknown, students 600

Central Junior College

Stan D. Atkin, instructor in music; Lieut., Navy

Louis Birnbaum, instructor in physical education; C.P.O., Navy

George T. Egling, instructor in geology and photography; Lieut., Army

Myron J. Garver, instructor in commerce; Lieut., Navy

Chester E. Gilpin, vice-principal; Lieut., Navy

Richard E. Huddleston, instructor in radio; Lieut., Navy

Glenn S. Kieffer, dean; Lieut., Army Air Corps

Harry K. McCracken, instructor in science and aviation; Lieut., Army Air Corps

Franklin Moon, instructor in art; Officer Candidate School, Army

Margaret Newcomer, dean of women; Lieut., WAVES

Harold S. Packwood, business manager; Lieut., Navy

Theodor C. Schmidtman, instructor in welding; defense plant employee

Gerald Shepherd, instructor in physics; Lieut., Army Air Corps

Citrus Junior College

Donald T. Graffam, head of social science department; Lieut., Navy

John T. Gullaborn, instructor in English and philosophy; P.F.C., Army

Elvin Hutchison, coach; C.P.O., Navy

Ross Lavolette, instructor in physical education; Lieut., Navy

C. C. Middleton, instructor in aviation; aviation instructor for government

Donald Murchison, instructor in English; Lieut., Navy

Kenneth N. Richardson, instructor in economics; Ensign, Navy

Edmund O. Smyth, coach; Ensign, Navy

William Thacker, head of commerce department; Lieut., Navy

Jess E. Wilson, Jr., instructor in philosophy and English; government personnel work
Alumni 200, students 65

Coalinga Junior College

Fredryc Darby, instructor in economics and public speaking; Lieut., Army

Alex Lohse, instructor in science; engineer, Permanente Corporation, San Jose, Calif.

Lee W. Ralston, dean; training for defense industries, State Department of Education

Earl Sargent, instructor in physical education; Lieut., Navy

Carol Thomas, instructor in accounting; civilian instructor, Army Air Field, Sacramento, California

Alumni and students, 175

Compton Junior College

Gordon D. Aumack, instructor in earth science; Pvt., Army

Martha F. Aumack, instructor in English; Ensign, Waves

Philip Bousman, instructor in social science; Y 1/c, Navy

Raymond C. Brown, instructor in physical education; Lieut., Navy

Clara O. Davis, nurse; Lieut., Army Nurse Corps

J. Richard Gorman, instructor in mathematics; Lieut., Navy

Edward B. Holston, instructor in physical education; Lieut., Navy

Kenneth L. Howell, instructor in chemistry and physics; Lieut., Navy

Victor H. Hunsaker, instructor in chemistry and physics; Lieut., Navy

Arthur E. Marston, instructor in mathematics; Lieut., Navy

Paul Martin, director; Capt., Marine Corps

Selmer Ostlie, instructor in mathematics; Lieut., Army Air Corps

Robert W. Rector, instructor in mathematics; Lieut., Navy

Merle A. Slykhous, instructor in chemistry and physics; Lieut., Navy

Roy Q. Strain, instructor in chemistry and mathematics; Lieut., Army Air Corps

Joseph W. Stubblefield, instructor in science; Lieut., Army

Kenneth H. Umstead, instructor in history; Sgt., Army Air Corps

Charlie S. Warren, instructor in auto mechanics; Ch.Mach. Mate, Navy, Construction Battalion

Alumni and students, 2186

Deep Springs Junior College

Armand W. Kelly, assistant director; economist, Office of Price Administration, Washington, D. C.

Alumni 100, students 24

Fresno City Junior College

Frederick Lennox, instructor in aeronautics;
Lt. Com., Navy
G. Franklin Roberts, instructor in commerce;
Lieut., Navy
Alumni 445, students 135

Fullerton Junior College

Nancy Lee Carmichael, librarian; civilian librarian, Army
J. F. Clark, chairman, technical trades department; civilian consultant for railroad commission, Army Engineers
Samuel H. Cortez, director; Lieut., Navy
Donald Cruickshank, instructor in social science; Capt., Army
Earl S. Dysinger, instructor in stagecraft and photography; Lieut., Army Air Corps
Edwin V. Goddard, instructor in physical education; Lieut., Navy
Esther T. Long, instructor in home economics; civilian counsellor for women, Ryan Aircraft Corporation
Everis Nelson, instructor in printing; Metal-smith 1/c, Navy
Arthur Nunn, chairman, physical education department; Lieut., Navy
Clifford Simpson, instructor in physical education; Lieut., Navy
James R. Smith, instructor in physical education; Lieut., Navy
Richard Spaulding, instructor in physical education; Lieut., Navy
Logan W. Wheatley, instructor in mathematics; Lieut., Naval Air Corps
Alumni 307, students 502

Glendale Junior College

Theodore W. Anderson, instructor in commerce; war industry
James D. Davis, instructor in speech; war industry
George H. Geyer, director; Capt., Army
Burgoyne Griffing, instructor in physics and mathematics; research, Wright Field
Leroy T. Herndon, instructor in Spanish; Cpl., Army
Robert R. Inslee, instructor in engineering; Major, Army
James Jonas, instructor in social science; Lieut., Navy
Richard B. Lewis, instructor in speech and photography; Lieut., Navy
Sherman C. Miller, instructor in commerce; war industry
Loyd S. Noble, instructor in commerce; Lieut., Marine Corps
Derrill Place, instructor in English and geography; war industry
Anne H. Rambo, instructor in history, economics and aviation; Pvt., WAC

Walter C. Roberts, instructor in engineering and mathematics; war industry
Thomas S. Ryan, instructor in aviation and physical education; Lieut., Navy
Alumni 1700, students 800

La Sierra College

Robert Hervig, instructor in accountancy and economics; Army, X-Ray Technician School
Alumni 100, students 375

Long Beach Junior College

Myron S. Allen, instructor in physical science; Lieut., Navy
John F. Anderson, instructor in commerce; Lieut., Navy
George C. Booth, instructor in English; Lieut., Navy
Harry Frishman, instructor in English; Lieut., Navy
Emery L. Gibson, registrar; Capt., Army
Melvin F. Griffin, instructor in physical education; Lieut., Marines
Jesse T. Hill, instructor in physical education; Lieut., Navy
Leonard C. Hubbard, instructor in social science; U.S.O. director
Russell R. Johnston, dean of counseling; American Red Cross
Orian T. Landreth, dean of men; Lieut., Navy
Roger Mullinex, instructor in physical science; Lieut., Navy
Leslie J. Nason, instructor in mathematics; Lieut., Navy
Donald H. Scott, instructor in languages; Lieut., Navy
Alumni 2000, students 400

Los Angeles City College

Donald H. Alden, instructor in English; Lieut., Navy
Charles W. Anderson, instructor in art; aircraft industry
William R. Barker, instructor in law; Capt., Army Air Corps
Lesley R. Bates, instructor in English; Lieut., Army Air Corps
Theodore Blau, instructor in philosophy and psychology; Lieut., Army
Leon Blunt, instructor in drama; Pvt., Army Air Corps
Carroll P. Brady, instructor in mathematics; Lieut., Navy
Norman T. Byrne, instructor in English; Lieut., Army
Edwin D. Cooke, instructor in chemistry; Capt., Army
Clarence R. deLaubenfels, instructor in engineering; Major, Army Air Corps

Alice L. Dement, instructor in English; Lieut., WAVES
 Adam E. Diehl, dean of admissions and records; Lieut., Navy
 Byron E. Ellis, publications; Lieut., Army Air Corps
 David O. Ferrell, instructor in physical education; Lieut., Navy
 Archie C. Gerlach, instructor in earth science; Lieut., Navy
 Milton N. Hand, instructor in physical education; Lieut., Navy
 Robert E. Harris, instructor in public affairs; Lieut., Navy
 John W. Hazen, instructor in engineering; aircraft industry
 Loren M. Hendrickson, instructor in Spanish; Lieut., Army Air Corps
 Joseph E. Johnston, instructor in English; aircraft industry
 Harold K. Jordan, instructor in photography; Ensign, Navy
 G. Douglas M. Kennedy, instructor in physics; Capt., Marine Corps
 Meyer Krakowski, instructor in German; Lieut., Army
 John Lombardi, instructor in political science; Lieut., Army Air Corps
 Laurens Mason, instructor in English; Capt., Army Air Corps
 Edward P. Morton, instructor in law; Lt. Col., Army
 Marian E. Pettit, instructor in physical education; Pvt., WAC
 Joseph E. Power, instructor in political science; Lieut., Navy
 John F. Putman, instructor in history; Lieut., Army Air Corps
 Monroe T. Smartt, instructor in accounting; Major, Army Air Corps
 Lawrence P. Sparks, instructor in mathematics; Lieut., Army Air Corps
 John G. Tatum, instructor in French; Lieut., Navy
 Collis P. Thompson, instructor in accounting; Lieut., Navy
 Charles W. Trigg, instructor in physics; Lieut., Navy
 Frank S. Trueblood, instructor in physics; Lieut., Navy
 Emma Van Valkenburg, instructor in business machines; Lieut., Marine Corps Women's Reserve
 Walter C. Varnum, instructor in psychology; Capt., Army Air Corps
 Zachary T. Walter, instructor in chemistry; plastics industry
 Ralph Webb, instructor in biological science; Lieut., Army Air Corps
 Herbert F. Weide, instructor in chemistry; synthetic rubber research
 Robert P. Whitten, instructor in drama; Lieut., Army Air Corps

Ralph E. Winger, instructor in physics; special war project for California Institute of Technology
 Sherwin F. Wood, instructor in biological science; Lieut., Navy
 Allen J. Workman, instructor in art; Pvt., Army
Alumni 5000, students 2000

Lux College

No faculty members
Alumni and students, 10

Marin Junior College

Jane R. Baird, instructor in art and philosophy; production clerk, General Cable Co., Emeryville, Calif.
 George H. Ball, instructor in French; War Manpower Commission, Richmond Shipyards, Calif.
 Thomas A. Blakely, instructor in business; Lieut., Navy
 Victor Bottari, instructor in physical education; Ensign, Navy
 L. H. Carlson, instructor in physical education; Lieut., Navy
 Paul S. Clymer, vice-president; research, Massachusetts Institute of Technology
 George H. Davis, instructor in mathematics and science; research, Navy Research Laboratory, New London, Conn.
 Elizabeth Fuselman, instructor in social science; assistant field director, Red Cross
 Edward Jorgensen, instructor in physical education; Ensign, Navy
 Ralph Monay, instructor in business; auditor, Maritime Commission, White Horse, Alaska
 Roger Strout, instructor in mathematics and science; Lieut., Navy
 Lyle G. Wentner, instructor in physical education and mathematics; director, Marin Recreation Committee, San Rafael, Calif.
Alumni 550, students 150

Menlo Junior College

Holbrook Bonney, instructor in French and social studies; lecturer, Stanford University
 Dorothy Chandler, librarian; American Red Cross, overseas
 Theodore Curtis, instructor in dramatics; Lieut., Marine Corps, overseas
 Charles Finger, coach; Ensign, Coast Guard, overseas
 George S. Herrington, instructor in social studies; Lieut., Navy, St. Mary's Pre-Flight School
 LeRoy Hughes, instructor in physical education; Lieut., Navy, St. Mary's Pre-Flight School
 Dimitri Keusseff, instructor in biology and typing; Ensign, Navy, overseas

William E. Kratt, dean; Lieut., Navy, University of Redlands V-12 program
 Fred Lambourne, instructor in music and typing; Army, Officer Candidate School
 Byron Nevilier, instructor in art; Lieut., Navy
 John D. Russell, instructor in commerce; Lieut., Navy
 James E. Verdick, instructor in physical education; Lieut., Marine Corps
 Ed Worrell, instructor in physics and chemistry; Ensign, Navy, West Coast Sound School
Alumni 471, students 128

Modesto Junior College

Dwight C. Baker, president; Lt. Com., Navy
 Leonard Bartlett, instructor in journalism; Capt., Army
 Charles Black, instructor in economics; Lieut., Navy
 Art Dittberner, instructor in physical education; Ensign, Navy
 Paul Dotson, instructor in trades and industry; Lockheed Corp., Glendale, Calif.
 Ernest Eilertsen, instructor in mathematics; Lieut., Army
 Alice Judah, instructor in physical education; Ensign, WAVES
 Robert McKnight, instructor in music; Capt., Army
 Vadim Pchelkin, instructor in psychology and English; Lieut., Army
 Karl Roth, instructor in trades and industry; Lieut., Navy
 Kenneth Rowland, instructor in business administration; Pvt., Army
 Harris Skelton, instructor in business administration; Lieut., Navy
 William McK. Stensaas, dean of activities; Lieut., Army
 Ardel Thompson, assistant librarian; Ensign, WAVES
 Wilford Wilson, instructor in distributive occupations; Capt., Army
 Cletus Zumwalt, head of business training department; Lieut., Navy
Alumni 1200, students 300

Napa Junior College

Miles Anderson, instructor in auto mechanics and radio; Special State Supervisor of War Production Training, California
 L. S. Bettis, instructor in auto mechanics and carburetion; Major, Army, Ordnance
 William Blankenburg, instructor in fire and gas control; Army
 C. N. Branch, instructor in public speaking; Army
 G. E. DuBose, instructor in physical education; Lieut., Navy
 R. H. Linn, instructor in English; Lieut., Navy

John Lucas, instructor in photography; Corp., Army
 June McGinnis, instructor in English; Ensign, WAVES
 Herman Meister, instructor in physical education; Lieut., Navy
 J. Wesley Rutherford, instructor in fire and gas control; Army
 Bernard C. Woods, instructor in business; Ensign, Navy

Oceanside-Carlsbad Junior College

Edward Cole, instructor in physical education; Lieut., Army Air Corps
 Lester Frink, instructor in Spanish; Corp., Army, Signal Corps
Alumni and students, 186

Pasadena Junior College

Robert J. Ball, instructor in life science; Ensign, Navy, Minesweeping Division
 Lawrence E. Ballard, instructor in R.O.T.C.; Capt., Army, ASTP, Stanford University
 Paul J. Burchett, instructor in technology; Lockheed, Overseas Division, North Pacific, Alaska
 Melvin L. Chase, instructor in physical education; American Red Cross, overseas
 William K. Dunn, chairman of physical education department; Lt. Com., Navy, Naval Training Station, San Diego, Calif.
 George Ennis, counselor; Lieut., Navy, overseas
 William W. Evans, instructor in English; Lieut., Navy, Camp Allen, Norfolk, Va.
 James Gibson, instructor in history; Corp., Army, Japanese Language School, University of Michigan
 E. Scott Holbeck, commandant, R.O.T.C.; Major, Army, overseas
 Robert N. Jackson, instructor in technology; U. S. Civil Service, San Bernardino, Calif.
 Norwood E. V. Jaqua, instructor in physical education; Capt., Marine Corps, Virginia
 Fred F. Latshaw, instructor in stage technique; civilian instructor, Army Signal Corps, Los Angeles, Calif.
 Henry S. Lewis, instructor in technology; Lockheed, Overseas Division, North Ireland
 Thomas O. Mallory, instructor in physical science; Lieut., Navy, San Diego
 Leland C. McAuley, instructor in physical education; Capt., Marine Corps, Washington
 John McMorris, instructor in physical science; research worker, California Institute of Technology
 Carl A. Metten, instructor in physical education; Capt., Army, Hammer Field, Fresno, Calif.
 Dorothy Motsinger, instructor in life science; Lieut., WAVES, San Diego, Calif.
 Blair Nixon, instructor in social science; Lieut., Navy

Merrill J. Poore, instructor in business; Lieut., Army, Helena, Montana

Cecil Potter, instructor in technology; civilian instructor, Army, Air Depot, Sacramento, Calif.

Winifred R. Quick, junior placement office; Lieut., WAVES

Hedley J. Reeder, instructor in English; American Red Cross, Pacific Coast Area

Edward H. Rowins, instructor in social science; American Red Cross, Pacific Coast Area

John A. Russell, instructor in mathematics; Lieut., Army, New Mexico

Russell N. Skeeters, instructor in physical science; defense position, California Institute of Technology

Elbert C. Smith, instructor in technology; Lieut., Army

Isobel Smith, instructor in music; U.S.O., Tacoma, Washington

C. Kenneth Smith, instructor in physical education; Lieut., Navy, Palo Alto, Calif.

Thomas D. Stevenson, instructor in art; Capt., Army, overseas

Cecil C. Stewart, counselor; Lieut., Army Air Corps, Santa Ana Air Base, Calif.

Charles E. Sydnor, instructor in business; Lieut., Navy, chaplain, North Pacific Area

John C. Thurman, instructor in physical education; Capt., Army, Arizona

John E. Twomey, instructor in English; Pasadena Rationing Board

Hilda C. Vallentyne, instructor in physical education; American Red Cross, South Pacific Area

Henry I. Weitzel, counselor; Lieut., Coast Guard, Long Beach, Calif.

Alumni 2240, students 1733

Pomona Junior College

E. W. Carl, assistant director; Lieut., Navy, Kalamazoo, Mich.

Gerald Deal, instructor in mathematics; Lieut., Navy, Armed Guard Center, San Francisco, Calif.

L. M. Dean, instructor in commerce; Lieut., Navy, Section Base, 131 Fleet P.O., San Francisco, Calif.

O. E. Edinger, vice-principal; Lieut., Army, Mississippi

E. T. Martin, dean of men; Major, Army, Minter Field, Bakersfield, Calif.

A. W. McDermoth, instructor in physics; Major, Army Air Base, Santa Ana, Calif.

M. W. Metcalf, instructor in bookkeeping and physical education; Lieut., Navy, St. Mary's College, Calif.

Harold Reed, vocational guidance; Capt., Army Air Base, Santa Ana, Calif.

R. W. Welch, instructor in physical education; Lieut., Navy, St. Mary's College, Calif.

C. C. Winn, superintendent of schools; Lieut., Navy, University of Colorado

M. P. Yaeckel, instructor in mathematics; Lieut., Navy, Atlanta, Ga.

Reedley Junior College

Dorothy Ford, instructor in commerce; Ensign, WAVES

William W. Harkness, head, men's physical education department; Ensign, Navy

Leonard Salter, instructor in biology; Pvt., Army

Geneva Speas, instructor in commerce; Lieut., Marine Corps Women's Reserve

Loraine T. Thomas, instructor in journalism; Ensign, WAVES

Marian Trembley, dean of women; Ensign, WAVES

G. Edwin Washburn, head, agriculture department; Lieut., Army

Donald Winslow, instructor in physics; Ensign, Navy

Leo Wolfson, dean; Lieut., Navy

Norman F. Zech, head, music department; Pvt., Army

Alumni 54, students 411

Riverside Junior College

Russell Bailey, instructor in chemistry; Lieut., Navy

Rexford Brandt, instructor in art; ship designer, Corona del Mar, Calif.

Jesse P. Mortensen, instructor in physical education; Lieut., Navy

David Scott, instructor in art; Lieut., Army

James C. Scott, instructor in English; Sgt., Army

Leland Wilcox, instructor in dramatic art; Capt., Army

Clyde Wolfe, instructor in mathematics; Special Army Training Service, Berkeley, Calif.

Alumni 533, students 398

(To be continued in May issue)

Facilities for advanced education must be evened out and multiplied. Nobody who can take advantage of higher education should be denied this chance. You cannot conduct a modern community except with an adequate supply of persons upon whose education, whether humanitarian, technical, or scientific, much time and money has been spent.—Prime Minister Winston Churchill, before House of Commons, March 22, 1943.

Wartime Activities

BLOOD DONOR'S DAY

President James M. Wood of Stephens College, Missouri, has designated February 14 as National Stephens College Blood Donor's Day. Alumnae, former students and friends all over the country will that day give a tangible and precious gift to their loved ones in the Armed Forces. On the same day that the Stephens College clubs all over the nation are going to their Red Cross Blood Donor Centers, a Mobile Blood Bank unit will be on the college campus to receive the contributions of the students, faculty, and members of the Stephens College Club of Columbia.

—Stephens College *Bulletin*.

GERMAN PRISONERS—AGAIN!

In December we published a statement from the New Mexico Military Institute *Pup Tent* regarding experience of students with German prisoners of war assigned to duty on the campus. This month we print a similar statement written by Catherine Helbling, a student at John McNeese Junior College, for the student paper of this Louisiana junior college.

Curiosity and friendliness, rather than bitter hate, seemed to be the prevalent feeling of McNeese students toward the German prisoners of war seen recently on the campus.

This attitude of mingled curiosity and friendliness can be attributed to the fact that the real horrors of war—the galling crimes committed by the German army as a whole, the slaughtering of family and friends before eyes filled with resentment, the shattering noise of bombs that leave men without homes—are not known here.

Had McNeese seen Germans shouldering guns instead of scythes, the curious would not have used time to ask questions. But a few weeks ago, as the defeated remains of the fabled Afrika Korps stood swinging scythes on the outlying areas of the college campus,

the inquisitive made use of the opportunity to find some untwisted truth about our enemy.

According to a German-speaking member of the McNeese student body, the German prisoners staunchly believe—among other peculiar things—that the principal cities of this country have been bombed beyond recognition. That conviction is firmly established in the minds of the enemy alongside the belief that Germany will win the war by 1944. The faith of the Germans in their leader and country has not been shaken by the wearing of the significant P. W.

Outwardly, the prisoners of war appeared to have the same characteristics: Ruddy complexions, well-tanned, muscular, and broadly-built bodies, and sandy hair. Another common characteristic was that the faces of our unarmed enemy were smiling. How different the attitude of the McNeese campus if those smiles had been smiles of victory!

COLBY'S LIBERTY SHIP

On January 10 the U.S.S. Susan Colby was launched at South Portland, Maine. This 10,000-ton Liberty Ship was named in honor of Susan Colby, founder of Colby Junior College in New Hampshire. Officers of Colby Junior College were included in the official launching party. This is one of the many Liberty Ships to be christened in honor of the founders of schools and colleges in the United States.

EDUCATIONAL GUIDANCE FOR VETERANS

Fairleigh Dickinson Junior College, New Jersey, has organized a Veterans' Educational Guidance Bureau, which will take over the educational guidance now under the jurisdiction of the Re-Employment Directors of the local Selective Service Boards. The Bureau includes one representative from each of 14 local high schools. It also works in conjunction with the local posts of the American Legion, the Veterans of Foreign Wars, and the American Red Cross. The over-all purpose is to avoid

duplication of educational services for returning veterans by having one central place of reference for them. The Bureau will have complete information on all courses available in the area, from elementary to university, public and private. It will also offer testing services and vocational counseling, and will help to set up work-study plans.

HIGH EVENING ENROLLMENT

Wartime demands upon the civilian populace have not lessened attendance at the Napa Evening Junior College, California, it was announced recently. Enrollment stands at 2,050 students, including those who are attending vocational, war training, and academic classes.

AVIATION TRAINING PROGRAM

Twenty-three junior colleges were participating in the Civil Aeronautic Authority's War Training Program, according to information received from the Joint Committee for the Selection of Non-Federal Educational Institutions late in December. The size of units under the CAA-WTS programs at these junior colleges varied from 50 to 184. Following are the institutions included:

Gila Junior College, Thatcher, Arizona
 Phoenix Junior College, Phoenix, Arizona
 Little Rock Junior College, Little Rock, Arkansas
 Fullerton Junior College, Fullerton, California
 Glendale Junior College, Glendale, California
 Lassen Junior College, Susanville, California
 Reedley Junior College, Reedley, California (Aviation unit at Lovelock, Nevada)
 Stockton Junior College, Stockton, California. (Aviation units at Carson City and Mendon, Nevada)
 Mesa Junior College, Grand Junction, Colorado
 Pueblo Junior College, Pueblo, Colorado.
 St. Petersburg Junior College, St. Petersburg, Florida
 North Idaho Junior College, Couer d'Alene, Idaho

Marshalltown Junior College, Marshalltown, Iowa
 Coffeyville Junior College, Coffeyville, Kansas
 Chanute Junior College, Chanute, Kansas
 Highland Park Junior College, Highland Park, Michigan
 Hibbing Junior College, Hibbing, Minnesota
 Rochester Junior College, Rochester, Minnesota
 Sunflower Junior College, Moorhead, Mississippi
 Northern Oklahoma Junior College, Tonkawa, Oklahoma
 University of Tennessee Junior College, Martin, Tennessee
 Hardin Junior College, Wichita Falls, Texas
 Wenatchee Junior College, Wenatchee, Washington

TRAINING DISABLED SERVICEMEN

Utah's four publicly controlled junior colleges—Weber, Carbon, Snow, and Dixie—were recently placed in a position by the Utah State Board of Education to participate in the nationwide program to provide vocational rehabilitation for disabled servicemen. The Board authorized Charles H. Skidmore, State Superintendent of Public Instruction, to sign contracts on behalf of the colleges with the U. S. Veterans' Administration.

The Federal government will pay the fees in the servicemen's program, under which they will be instructed in the skills fitted to their aptitudes to help them reenter civilian life and become self-supporting. The State Board decided payment basis shall be the same for the junior colleges as fees charged regular students. A number of ex-service men already have been assigned to Weber and Carbon colleges, it was reported.

FLYING EXPERIENCES

In the December issue of the magazine *Flying* there is an article written by a former San Mateo Junior College student, Lieut. Ernie Weyle. It is a

dramatic eye-witness account of an RAF bombing mission over the German Ruhr valley. Weyle, a bomber pilot, was killed last April in the crash of his U. S. Naval training plane at Corpus Christi, Texas. Weyle had transferred from the RAF to the Navy Air Corps and held a lieutenant's commission in the Navy.

The article is titled "Night Raid" and was related by Weyle to Roger Williams, San Francisco newspaperman. It tells of the deadly German anti-aircraft fire encountered on the raids over the Reich. Weyle held the DFC and had participated in numerous raids. Williams was a sports writer on the San Mateo staff several years ago.

Another article, appearing in a recent issue of the *Saturday Evening Post*, was written by another former San Mateo Junior College student, Capt. Allen Martini. He is the pilot of the famous Flying Fortress, "the Dry Martini." The title of his article is "Fifteen Minutes Over Paris." Thrilling experiences of an American raid over the continent are told. Martini's story is supplemented by many excellent action photos taken during one of his many raids.—San Mateo (California) *San Mateo*.

FINCH UNIT FOR GREECE

In connection with a course in training assistants for work in postwar Greece, the "Finch Unit for Greece" department of Finch Junior College, New York City, is holding a series of seminars in January, February, and March devoted to problems of reconstruction led by the following authorities, with subjects as indicated:

Carl C. Compton, "Problems Arising From Postwar Liberation of Europe"
Anthony Anastasiades, "Growth of Greece through Geographical Change"

Mrs. Etta Shiber, "Paris Underground"
C. S. Stephanides, "Agricultural Reconstruction"

Ernest W. Riggs, "Religion in the Life of the Greek People"

Alexander Loverdos, "The Economic Structure of Greece"

Stephen Ladas, "Greek Political Life"

Mrs. Priscilla Capps Hill, "Clothing the Population of Greece"

Miss Anastasia Arpadjoglou, "The Greek School System and the Philosophy Behind It"

Mrs. Barney Girden, "Public Health"

Lee White, "Life Under Axis Occupation"

FOOTBALL—LEAGUE OF NATIONS

Three California junior colleges played six-man football last fall, with encouraging results alike in interest of students and in gate receipts. The colleges involved were Chaffey, Riverside, and San Bernardino Valley junior colleges, members of the Eastern Section of the Southern California Junior College Conference.

At a recent meeting of representatives of the Conference the question of some sort of forensic activity of a non-competitive type in which all the colleges of the conference might participate was discussed at some length. There seemed to be a great deal of interest in the panel discussion type of student public speaking. Some administrators expressed the hope that a model League of Nations Assembly could be set up, with representatives from the various colleges taking the role of delegates from particular nations. It was decided to ask W. W. Mather, history instructor at Chaffey Junior College, to attempt to develop plans for such an organization.

AAUW LECTURE SERIES

The Trinidad, Colorado, branch of the American Association of University Women is sponsoring a series of semi-monthly lectures and discussions of international problems, to be given in connection with the local junior college, of which P. P. Mickelson is president.

Reports and Discussion

MR. SWING'S RECOGNITION

In his January 3 national broadcast, Raymond Gram Swing, distinguished radio commentator and news analyst, spoke as follows regarding the development of junior colleges in Great Britain, following comments on proposed national educational legislation in the United States:

The British educational bill is quite different. It is an attempt to raise the standard of secondary education, and make sure that the average English boy and girl receive more schooling than they could before the war. It raises the compulsory school age to fifteen, to become effective a year from next April. The compulsory age is to be increased to sixteen as soon as practicable. Then all young people will be required to have part-time education until they are eighteen. This will consist of attendance at school for one whole day or two half days for forty-four weeks every year. Employers will be compelled to permit young people to attend these special Junior Colleges. This is to be free education, and it will be primarily technical and vocational education. The new education bill will be debated by Parliament early this year, and may be adopted by Easter. It is hailed as the greatest educational reform ever introduced in Britain.

MUSIC AT THE STATION

If you should be passing through the railroad station in a large city during the holidays, your trip will be made a bit more pleasant because an alumna of Stephens College, Missouri, in a moment of deep sorrow, had an idea that has given happiness to millions.

You will hear a flood of cheerful music echoing through the cathedral spaces of the station—an organist, carolers or a boys' choir sharing their happiness with the crowd of hurrying travelers.

Or if you happen to be in New York's

Grand Central you will see that woman herself in the organ loft, sending her Christmas message in music to the half million people who visit the world's busiest station each day. There will be masses of people waiting for trains and listening. And you probably will find some soldiers or sailors crowded around the woman at the organ, for Mrs. Mary Lee Read has a personality as full of warmth and kindness as her music.

Let's go back to a night in a Pittsburgh railroad station shortly after the first World War. Mrs. Read was waiting there between trains, waiting for a train that would take her to her dying mother in Colorado. The station was cold and seemingly impersonal as people came and went with the trains. Mrs. Read's heart was full of sadness and from their faces she knew that many of those around her also were filled with sorrow and anxiety. It seemed to her that railroad stations were natural harbors for heartaches. Then a young man passed by, whistling. People smiled.

One thing that station needed more than anything else, Mrs. Read thought to herself. Music!

A short time later her mother died and the first program of station music was played in Denver at Christmas 1921 as a memorial.

Mrs. Read, who had been directing community sings, knew how people react to music and she had the ambition to inaugurate programs like hers in railroad stations throughout the country. At first railroad officials were indifferent, if not frankly opposed. Stations were places for people to meet trains, not places for entertaining, they insisted.

But Mrs. Read continued to play at Denver and soon her concerts became so popular that railroad companies began running excursions from all over Colorado for people who wanted to hear her 500 carolers on Christmas Eve. The idea blossomed and now more than twenty large terminals, including those at St. Louis, Boston, Chicago, and Kansas City, have music during the holidays and on special occasions like Thanksgiving and Easter.

Following the success of her music in Denver, Mrs. Read went to New York City, and since 1928 she has been playing in Grand Central Station. Some of her most ardent enthusiasts are servicemen, many of whom write later thanking her for playing their favorite songs.

"I'll never forget the young sailor who asked if I remembered the old hymn which begins, 'In the garden He walks with me, He talks with me,'" she recalls. "As I started playing it the sailor sat down on the steps at my feet."

"By the time I got to the second verse, the boy was sobbing his heart out. I stopped but he begged me to go on. 'My father died ten days ago,' he told me. 'I've just left my mother. That hymn is her favorite. She asked me not to forget it.'"

Then there was the soldier who asked Mrs. Read to play the Wedding March for a buddy and his bride who were arriving on the seven o'clock train. Mrs. Read did. And the crowd cheered.

Music at the station is now widely recognized as an important morale-builder for both civilians and servicemen. For the originator, the idea has brought widespread recognition. Mrs. Read's work has been the subject of numerous magazine and newspaper articles.—*Alumnae News of Stephens College.*

JUNIOR COLLEGE DESTINY

"When the junior college escapes from the domination of the university and begins to take its own place as the cultural center of the particular community which it serves, then will the junior college fulfill its destiny." This is the opinion of Dr. Curtis E. Warren, Superintendent of Schools in San Francisco.

Dr. Warren, founder of the first *county* junior college in California and a pioneer in the junior college movement, conceives of the junior college not as a smaller copy of the university, dominated by university standards and prejudices, but rather as an integral part of secondary education serving a distinct and individual need in the educational pattern.

"Junior colleges," says Dr. Warren, "must forget the archaic standards of grades and credits and undertake to give to the youth of tomorrow a pattern of life. They must prepare now to meet the needs of the postwar world, when thousands of young men will be returning who have no time for university courses but must prepare at once to take their places in the life of the nation. Let us be ready to offer to them a training to meet their needs. Let us forget the hampering routine of present day curricula. Let us rather look back and consider as a guidepost the old so-called liberal arts colleges of the turn of the century, which filled the intimate personal needs of the community in which they were located."

Many problems, according to Dr. Warren, will confront the junior college in the postwar period, chief of which will be the rebuilding of faith in education. While there is yet time he urges junior college administrators to survey the needs of youth, make closer contact

in their communities, reevaluate old cultural standards, break down rigid departmentalization, and develop their own function as cultural centers.

Addressing administrators and faculty of San Francisco Junior College at a recent meeting, Dr. Warren urged that the College, by necessary changes in pattern of operation, curricula and administrative procedures, prepare for the tremendous increase in enrollment which is sure to follow the end of the war.

MOZELLE MILLIKEN

San Francisco Junior College
San Francisco, California

TRAIN MEDICAL SECRETARIES

In Highland Junior College's pre-medical and medical secretarial courses, the students are required to read medical magazines and other medical literature. They thereby become more and more familiar with the fine medical skill of our own native doctors as well as that of the flow of foreign doctors who are fleeing oppression of dictators, or economic hardship, to hang up their shingles in the land of the free and the home of the private patient.

The usual commercial course leaves much to be desired in preparation for any sort of medical secretaryship, as a wide acquaintance with medical terms is a *sine qua non* in such a position. Studying the dictionary is often recommended to those who would improve their use of English, and studying the medical dictionary is imperatively necessary for the student preparing to be a medical office worker. *The American Illustrated Medical Dictionary* by Dorland is recommended.

The Medical Stenographer, by Effie B. Smither, is studied in the course, also. It includes shorthand "dictionaries" of medical terms, suggested study pro-

grams, dictation material, model case histories in shorthand, and biographies of outstanding medical men. Seven booklets of case histories are used to aid in increasing the stenographer's dictation speed. Each contains exercises dealing with a different branch of medicine. Surgery, Pediatrics, Ear, Nose, and Throat, Obstetrics and Gynecology, Cardiology, Diseases of the Chest, and General Medicine are included.

The medical secretarial course of Highland Junior College is as follows:

Freshman

First Semester

Rhetoric 1	3 hrs.
Chemistry 1	5 hrs.
Stenography 1	2 hrs.
General Biology	5 hrs.

Second Semester

English in Business	3 hrs.
Organic Chemistry	5 hrs.
Stenography 2	3 hrs.
Medical Vocabulary and Ethics	2 hrs.
Practical Nursing and First Aid	2 hrs.

Sophomore

First Semester

Typewriting 2	4 hrs.
Medical Accounting	2 hrs.
Elementary Psychology	3 hrs.
Medical Stenography 1	3 hrs.
Stenography 3	3 hrs.
Physiology and Anatomy	4 hrs.

Second Semester

Typewriting 3	4 hrs.
Laboratory Methods	2 hrs.
Bacteriology	3 hrs.
Medical Stenography 2	3 hrs.
Office Practice	3 hrs.
Hospital Practice	2 hrs.

This course was introduced by Dean C. M. Rankin. It was the outgrowth of a questionnaire sent to about 25 doctors of the nearby counties. Dr. Ray Meidinger of Highland, Kansas, has cooperated wholeheartedly with both the premedical and medical secretarial students. His last gift to the College this fall was an X-ray machine.

The original idea was to place the

graduates of the medical secretarial course in the offices of private practitioners, but to date various hospitals have employed all of the graduates, and the demand for more Highland Junior College medical secretaries has always been greater than the supply.

HARRIET MAJOR, *Instructor*
Highland Junior College,
Highland, Kansas

"EDITOR'S JEREMIAD"

The leading editorial in the December number of *Hispania* bears the title "Editor's Jeremiad." From it we quote the following paragraphs, not only because of its special junior college reference, but because other features of it strike a fraternally responsive chord in the heart of the editor of the *Journal*!

In less than two years of service, your editor has answered some four or five hundred letters containing requests for help of various sorts. Only a small fraction of them had anything whatever to do with the American Association of Teachers of Spanish, or with *Hispania*, or with the normal duties of an editor.

Some of these requests are really extraordinary. For instance, one young lady wanted the editor of *Hispania* to pick "a good Southern school" for her to attend—one in which "the latest methods of teaching French" were employed—and wrote a scolding second letter when she didn't receive a reply by return mail. Another inquirer wanted to know at once the name of "an English dictionary that contains good, strong words." (Your editor could use such an aid to advantage at times himself.) Another confidently expected the editor to employ a few of his odd moments—aside from the evenings and Sundays regularly given to the ordinary work of *Hispania*—in revising the entire modern foreign language set-up in a junior college.

Several others insisted on knowing by return mail the name of "the best" introductory Spanish book. Still another asked for the name and address of a teacher in California who could "teach the pure Castilian" (with two i's) instead of "the crude Spanish that is spoken here in California," which according to the writer "is mostly the Mexican patois." Just recently another lady wrote that she

had been "asked to teach a private Spanish class" but did not have "a program to go by," and added "I would greatly appreciate your sending me a program from which to go by (sic)." And so it goes.

Has ordinary courtesy—even the external forms of it—become a lost art? Apparently; for besides the forty per cent who have forgotten that there is such a word as "please," about ninety per cent have apparently never learned that it is good form to enclose a stamp for reply. Enclosing a stamped and self-addressed envelope seems to be an outworn tradition, for only a handful of inquirers seem to know about that good old-fashioned accompaniment to requests for free advice or information. As for the folks who take the trouble to send a "thank-you-note" after receiving help, they are practically nonexistent—a sort of antediluvian stock, it would seem.

"NEW YORK SHOWS THE WAY"

Distinct junior college implications may be seen in the article by Abbot Low Moffat in *Harpers Magazine* for October 1943, entitled "New York Shows the Way." Pertinent extracts are given below:

The most far-reaching of New York State's plans have to do with education. They are being made in the grim realization that if the States fail to meet the educational needs of the period after the war we cannot escape Federal interference and domination.

During the war New York State has made an enviable record in training—with both State and Federal funds—more than a quarter of a million people for work in the war industries. When the war is over there will be a great need for similar training for such locally strong industries as plastics, textiles, ceramics, and glass; and our Department of Education is already preparing to give refresher and basic training courses during the period when the plants are being converted. . . .

But this is not all. We hope to tackle more fundamental problems. In the first place, it is clear that technically trained men and women are increasingly in demand. For every college-trained engineer, for example, from two to four technically trained assistants are required. For every architect there must be draftsmen and specification writers. The State already maintains some technical schools where it gives to high school graduates what are known as "terminal" technical courses, and the educational authorities agree that this type of education—which has proved

very successful in Europe and also proved its worth here before the war—must be greatly expanded. We hope to develop such institutions where they can serve large numbers of men and women. Some of these would be local ones preparing for local needs; others would draw people from all over the State. . . .

. . . A recent study of the five top individuals graduating from each of our high schools disclosed that only 47 per cent of them went on to college. We were thus losing over half the potentially trained leadership in our society! . . .

The second phase of the problem of higher education is that of its high cost to the student. One of the greatest benefits of college life is the experience it gives in community living; but this is also one of the most expensive benefits, involving as it does the construction and maintenance of dormitories and the carrying costs of board and lodgings. With increasing taxation, the burden to the individual family of sending a son or daughter to college is likely to become increasingly heavy. We are therefore studying another question: May it be possible to set up, in cooperation with the private colleges, regional centers of education which most of the students of that region could attend while living at home and thus saving most of the cost of going to college?

"BOOM IN JUNIOR COLLEGES"

Under the two-column head, "Boom in Junior Colleges Forecast by Educator," The Chicago *Sun* of December 15 published the following feature story written by John McGrath:

Junior college facilities must be substantially increased to meet the coming demand for college education, and these schools, in order to fulfill the needs of the community, should remain under the control of the local taxing units. H. A. Campion, assistant superintendent of Los Angeles schools, made this statement yesterday at the Palmer House, where he is attending the war work conference of the American Vocational Association.

The junior college in the next 10 years promises to be the greatest area of development in American education, Campion said, because:

1. There are hundreds of thousands of young people who need more than high school training who cannot afford to go to the universities.

2. There are thousands of occupations that require some technical training but not necessarily a full college education.

3. The local schools are in the best position to sense local needs for both the community and the students.

He took the view that the junior colleges will become the battle ground of American education in the coming years and that, despite opposition from some universities, they will emerge as "the people's college."

Demand for public college education after the war will be so impressive that the junior colleges, if adequate facilities are available, will be in greater demand than the regular universities, he said. He added that business men everywhere are becoming aware of the need for more of these schools.

This thinking, expressed by other education experts from major cities, would indicate that Chicago is out of step with national thought in the matter of public college education. Although County Judge Edmund K. Jarecki on November 24 overruled objections filed in a taxpayers suit which would eliminate two of the city's three branch junior colleges, the case is being appealed to the State Supreme Court when it meets next month, according to attorneys for the taxpayers.

The first public printed material aiming at the elimination of the city's junior colleges appeared last April in a pamphlet published by the Chicago Association of Commerce and the Civic Federation at the request of James B. McCahey, president of the Board of Education.

Both McCahey and William H. Johnson, superintendent of schools, have expressed the opinion that post-high-school education should rest with the state.

GIRLS' JUNIOR COLLEGES

Marked increase in attendance in girls' junior colleges this year in comparison with last year is reported in a special study published in the *Christian Science Monitor* for December 18. Two paragraphs are quoted below:

Private boarding schools of college preparatory type this fall have a larger attendance than they have had for two or three decades, according to the annual census of private schools, just issued by N. W. Ayer & Son, Inc., of Philadelphia.

Girls' junior colleges and girls' preparatory schools are much more crowded than a year ago. In fact, 83 per cent of the girls' schools reporting are practically filled, and of the girls' junior colleges, 86 per cent. Last year for the same schools the corresponding figures were 57 per cent and 63 per cent.

Junior College World

ADULT EDUCATION AT ROCHESTER

Rochester Junior College, Minnesota, has inaugurated an Adult Education program which has increased enrollment and widened the curriculum.

The courses offered as a community service are of two types: Those which lead to a degree and are transferable to four-year colleges and universities; and those leading to a junior college Liberal Education Certificate. The latter are designed to promote business competence and to widen cultural interests.

Courses listed in the prospectus for the current year include principles of heredity, community hygiene, modern literature, French, Spanish, psychology, history of the Far East in modern times, contemporary marriage problems, chemistry in modern life, home management, blueprint reading, business English, shorthand, typewriting, practical speech making, and general mathematics. The total enrollment the first semester was 135.

Another feature of the evening program is the series of open forum lectures free to all students enrolled in Adult Education classes. The first semester included lectures by Dr. G. P. Sheridan, Congregational minister of Rochester on "Global Patterns," Dr. George M. Higgins of the Mayo Clinic on "Heredity and Eugenics," Dr. Herbert Heaton, professor of history at the University of Minnesota on "Australia—Contrasts and Comparisons in Democracy," and David Bryn-Jones, D.D., President of the Kellogg Foundation for Peace. A similar lecture program is being offered in the second semester.

HOSTEL WEEKEND FOR HILLYER

A large group of students and faculty members of Hillyer Junior College, Connecticut, spent a January weekend on a holiday jaunt at the national headquarters of the American Youth Hostels in Northfield, Mass. The group consisted of 59 students and six faculty members. Inexpensive youth hostel accommodations included such sports as skating, skiing, hiking, bicycling, and sleigh riding. The inexpensive facilities of the youth hostels proved to be within the reach of every budget, and the variety of sports offered something of interest to each individual. Each person brought his own sleeping bag and personal eating utensils, and the group as a unit bought and prepared their own food, made up their bunks, and cleaned the hostel quarters. The youth hostel custom of self service makes possible the extremely moderate rates typified by the 25 cent overnight charge.

NEWS BROADCASTING

At Stephens College, Missouri, twice daily the Radio Department, over the low-power campus radio station, which is operated by students, broadcasts headline summaries prepared by students in the journalism classes. Within the department itself, students in every major radio class are required to read a daily newspaper, listen daily to a radio news commentator, and subscribe to a weekly news-magazine. The "news environment" of the campus is further enhanced by bulletin boards and news maps in the main corridors and in the residence halls. Such boards and maps are kept up-to-date by special commit-

tees who watch the headlines, clip significant items of news, and post the selected items daily.

PROSPECTIVE TEACHERS

Eight junior colleges in Iowa have special organizations of prospective teachers, according to a compilation recently made by the Iowa State Board of Educational Examiners. Names of institutions and of organizations of prospective teachers located in them are as follows:

Ellsworth Junior College, "Ellsworth Chapter."

Estherville Junior College, "Estherville FTA."

Graceland College, "Graceland Future Teachers of America."

Mount Mercy Junior College, "McAuley Club."

Mount St. Clare Junior College, "Jessie Parker Club."

Northwestern Junior College, "Teachers of Tomorrow Club."

Ottumwa Heights College, "Tri Tau."

Waldorf College, "Future Teachers Club."

STUDENTS MAKE COMMUNITY SURVEY

Fairleigh Dickinson Junior College, in Rutherford, New Jersey, will use a community survey as the integrating core in the studies of all college students during the present semester. The survey will be conducted jointly with the Committee on Economic Development, which is an outgrowth of the U. S. Chamber of Commerce. Mr. Archibald Crossley of Crossley Surveys has set up the main lines of the study. His assistant director of research, Mr. Lawrence Hubbard, will meet with the student body each week to guide it in techniques and statistics. President Peter Sammartino and Dr. Sydney Zebal, instructor in contemporary society, will both participate in interpretation of the results of the study. The project will include industrial survey, consumer trends, living patterns, ques-

tionnaire make-up, art of interviewing, selective sampling techniques, statistical treatment, and social implications. The College feels that since most of the students will be living in the local area for the rest of their lives, the survey is a splendid opportunity for them to get to know their community and to serve it in postwar planning.

NEW AGRICULTURAL COLLEGE

The Los Angeles Board of Education has recently announced its purchase of 392 acres of fertile land for the establishment of a Junior College of Agriculture and Animal Husbandry. Plans have been made for an immediate start on the project's first unit, to provide educational facilities for 2000 students. Quarters also will be provided for members of the faculty. The total cost for both land and buildings is expected to be about \$850,000. Graduates of Los Angeles County high schools and adults who are owners of farms and other land in the county will be eligible for enrollment. There are at present more than 100 instructors and 15,000 students in agricultural classes in Los Angeles County.

UNIVERSITY PLANS JUNIOR COLLEGE

Adopting the recommendations of the citizens' advisory board of the University of Houston, the University's legal trustees recently authorized President E. E. Oberholtzer to proceed with the organization of a junior college providing for pre-professional, general, and vocational courses. The junior college department will have an appointed head, a supervisor and director for the vocational and technical fields, and a specially trained faculty. While it is hoped to make a start on the organization during the spring, few definite courses

or innovations can be effected before fall, President Oberholtzer said. Co-operation of the state and federal departments will be necessary for the vocational courses.

BEQUEST TO WILLIAMSPORT-DICKINSON

A \$10,000 bequest has been made to Williamsport-Dickinson Junior College, Pennsylvania, by the will of the late Mrs. Eudora M. Benton, Williamsport native, and widow of the late William A. Benton. Mrs. Benton passed away recently, at the age of 72.

EXPANSION CAMPAIGN

"A Bigger, Better Campbell College" is the slogan for the campaign recently launched to raise \$300,000 for buildings to be erected after the war at Campbell College, North Carolina. A number of gifts have already been received.

ENDOWMENT FOR DAVID LIPSCOMB

David Lipscomb College, Tennessee, has recently received a \$120,000 endowment from A. M. Burton, Nashville business leader. The College announces that liberal gifts by other friends of the institution, also, are contributing toward its continued growth and influence.

KROGGEL TRANSFERRED TO NEW YORK

Raymond P. Kroggel, chairman of the Association's Committee on Speech Education, joined the educational staff of the Victor Division of RCA, in Chicago, last summer. According to a recent announcement of the Corporation, Mr. Kroggel has now been appointed regional director of educational activities for the New York and New England area. He will devote himself to assisting schools and colleges in the selection and use of 16 mm. projectors, FM radio transmitters, sound equipment, records, and other RCA Victor products.

WANT A LOAN?

President Henry Aldous Dixon, of Weber College, Utah, has recently been appointed a Director of the Salt Lake City Federal Reserve Bank.

ACCREDITATION FOR WESLEY

Wesley Junior College, which became the first junior college to be organized in Delaware when it opened in 1942, has recently been fully accredited by the University Senate of the Methodist Church. The accreditation of Wesley by the University Senate permits any of the junior college's graduates to be transferred with full credit to any of the approximately 100 Methodist colleges and universities in the country.

LIBRARY IMPROVEMENT

J. C. Settelmayer, formerly librarian of Hibbing Junior College, Minnesota, writes as follows in *Minnesota Libraries*: "It was the practice for a number of years (in Minnesota) for the high school libraries to serve the junior colleges. It is reassuring to note, however, that the number of such combinations is gradually decreasing."

HIGH SCHOOL WORK DROPPED

Mitchell Junior College, North Carolina, which since 1925 has operated as a two-year junior college with a two-year high school attached, has this year dropped the high school work and will devote itself exclusively to courses of junior college grade. Last year the enrollment was 223 students. This year a decrease of about 20 per cent is reported.

SAFE DRIVING AT CARBON

At Carbon College, Utah, a thorough course in auto driving and safety methods has been organized for students.

The work was inaugurated by A. F. Abelhouzen of the state board of vocational training. The movement was sponsored by the state highway safety council, state highway patrol, and state board of vocational education. The training program was developed at Hill Field, where it proved very successful in training women as well as men drivers.

COLBY ENROLLMENT SPREAD

Colby Junior College, New Hampshire, is unusual in that less than 8 per cent of its students are registered from New Hampshire. Of the total enrollment this year of 372 students, 132 come from Massachusetts, 53 from New York, 36 from New Jersey, 42 from Connecticut, and 28 from New Hampshire. A dozen other states are represented, as well as Canada and China.

HANNIBAL-LA GRANGE PLANS

A committee representing the Cook County Superior Court, the trust officer of the Continental Illinois National Bank and Trust Company of Chicago, together with the closest surviving relative of Henry Edwin Sever, who left a residuary estate valued at more than \$1,250,000 to be used in establishment of an institute of technology somewhere in the state of Missouri, made a personal inspection of Hannibal-La Grange College recently. The College is seeking the fund and has agreed to change the name of the local institution to the Henry Edwin Sever Institute of Technology if they are successful in their application.

SPEAKER AT PRINCETON

Dr. Elwell F. Kimball, dean of Bergen Junior College, and President of the New Jersey Junior College Association, spoke in December at Princeton University at a meeting sponsored by

the Women's College Club. His subject was "Education—A Patriotic Duty." Educational leaders from high schools and colleges in the state were present, as well as more than 750 students.

COLLEGE OF MARSHALL CHANGE

Reorganization and expansion of the College of Marshall, Texas, from the junior college level to an accredited senior college was given final approval and confirmation at the last session of the executive board of the Baptist General Convention of Texas, meeting in Dallas, in December. The inauguration of the four-year plan has unofficially been set for the opening of the fall semester, in September.

CLASS IN PARACHUTE PACKING

A new class in parachute packing was organized in December at Pueblo Junior College under the program of vocational training for war production workers. Miss Cecilia Barnhoft, who is working in the parachute packing shop at the Pueblo Army Air Base, is the instructor. Classes are held two evenings each week from 7 to 10 p.m. The course will continue for 72 hours.

NEW GYMNASIUM DEDICATED

With appropriate ceremonies the new gymnasium of York Junior College, Pennsylvania, was dedicated December 10. Brief addresses were made by William H. Kurtz, president of the board of trustees, and by Lester F. Johnson, president of the college. A unique feature of the exercises was the introduction by the president of the alumni association of the members of the York Collegiate Institute basketball team which had played together 27 years earlier. Following the formal exercises

an exhibition basketball game was played by local teams.

JUNIOR COLLEGE FINANCE

Financial data for 423 junior colleges (221 publicly controlled; 202 privately controlled) for 1941-42 are summarized in a recent circular of the U. S. Office of Education. Principal items of income and expense are summarized as follows:

<i>Income</i>		
Income designated for nonexpendable funds:		
Physical plant	Public \$ 881,709	Private \$ 523,831
Endowment funds	452	414,871
Annuity funds	0	25,840
Student loan funds	11,165	24,190
Other nonexpendable funds	3,279	87,345
General income:		
Student fees	2,632,406	8,090,644
Endowment earnings	50,399	658,903
Federal Government	482,004	8,496
State government	7,084,527	4,904
County, city and district governments	9,141,886	78,210
Private gifts and grants	77,467	1,988,000
Sales and services	284,622	342,857
Miscellaneous	351,320	427,065
Auxiliary enterprises income (board, room, etc.)	2,161,941	8,091,644
<i>Expenditures</i>		
Educational and general:		
Administration and general expense	Public \$ 1,596,933	Private \$2,587,932
Resident instruction	12,409,665	5,969,443
Organized research	8,534	61,524
Extension	22,606	2,240
Libraries	525,018	347,093
Plant operation and maintenance	2,840,706	2,480,256
Related activities	220,102	264,314
Auxiliary enterprises	2,252,238	5,542,697
Other noneducational expenditures		
Capital outlay	508,730	818,341
	1,904,588	2,053,831

MODERN LANGUAGE ENROLLMENTS

Decreased enrollments this year in the three principal modern foreign lan-

guages studied in colleges is shown in a detailed report made by the F. S. Crofts Company in the December issue of *Crofts Modern Language News*. Last year's and this year's enrollments in the fall term in German, French, and Spanish are given for 489 higher educational institutions. Of these, 29 are junior colleges, located in 12 states.

In German the enrollment in these junior colleges has dropped from 930 to 546, a decrease of 41 per cent. For the total of 489 institutions the decrease was only 11 per cent. Four junior colleges reported increased enrollments in German.

In French the junior college enrollment has dropped from 1427 to 1203, a decrease of 16 per cent. For all institutions the decrease was 21 per cent. Ten junior colleges reported increased enrollments.

In Spanish total enrollment in junior colleges is greater than in the other two languages combined. It was 2933 last year, 2876 this year—a decrease of less than 2 per cent. The corresponding decrease for all institutions was 18 per cent. Nine junior colleges reported increased enrollments.

WORCESTER GAUGE LABORATORY

A gauge laboratory located at Worcester Junior College, Massachusetts, is playing an important part in the war effort. It is under the supervision of the Boston Ordnance District. With a staff of four male gauge checkers, eight female gauge checkers, six clerks, five guards and one messenger, it is to this laboratory that 30,000 or more gauges used in the Boston Ordnance District are sent for periodic checks for accuracy. An average of 850 gauges per week are tested.

Bibliography on Junior Colleges*

4985. SMITH, LEO F., "Terminal Education," *Journal of Higher Education* (January 1942), 13:56-58.

Review of Terminal Monographs No. 2 and No. 3.

4986. SMITH, LEO F., "Co-Operative Work Programs in Junior Colleges," *School and Society* (October 3, 1942), 56:305-07.

Detailed report based upon returns from 64 junior colleges of which 34 "reported programs which might be classified as co-operative." Largest number in business and engineering fields. Detailed information given on 13 institutions.

4987. SMITH, LEO F., "Initiating, Administering, and Coordinating Co-operative Work Programs in Junior Colleges," *School Review* (April 1943), 51:213-18.

Based upon replies received from 34 junior colleges.

4988. SMITH, MAUDE, *A Study of the Present Status of English in Junior Colleges*, Nashville, Tennessee, 1937, 236 pages. ms.

Unpublished Master's thesis at Peabody College. Studies English, speech, and dramatics in 195 public junior colleges and 228 private junior colleges.

4989. SMITH, R. R., "Back to the General in Chicago Municipal Colleges," *Education* (March 1941), 61:403-05.

Description of operation of survey courses in the Chicago junior colleges. "The student is given a general education; he is examined upon that general education; and upon the results of this examination depends his future. . . . It is true that such an objective examination must deal with facts. . . . We feel that we have done our duty if we have taught facts and have made a reasonable attempt to examine for facts. . . . In this age of specializa-

tion Chicago is making in her municipal colleges a very sincere attempt to force her young men and women to go back to the general."

4990. SMITH, W. H., "The Transfer of Students in Terminal Curricula of Mississippi Junior Colleges," *Journal of the American Association of Collegiate Registrars* (July 1941), 16:479-83.

Describes cooperative relationships between the senior colleges and junior colleges of the state.

4991. SNAVELY, GUY E., "The Liberal Arts College and the War," *Southern Association Quarterly* (August 1942), 6:380-88.

Includes brief consideration of Chicago proposals for A.B. degree at junior college level.

4992. SNEDDEN, DAVID, "Learnings: Vast Quantities Proposed," *School and Society* (August 9, 1941), 54:92-93.

Includes review of C. E. Seashore's *The Junior College Movement*.

4993. SNYDER, LOUISE MAY, "Why do They Leave?" *Journal of Higher Education* (January 1940), 11:26-32.

Study of almost 3000 students leaving Los Angeles City College before graduation.

4994. SNYDER, LOUISE MAY, "Personnel Cards Give Composite Picture," *Occupations* (May 1940), 18:583-87.

Description of the personnel card use at Los Angeles City College.

4995. SNYDER, LOUISE MAY, "Why Do They Leave?" *Psychological Abstracts* (June 1940), 14:329.

Abstract of article in *Journal of Higher Education*. See No. 4993.

4996. SNYDER, RALPH R., "Commercial Placement at the Fullerton Junior College," *Balance Sheet* (October 1942), 24:56-59, 96.

Detailed description of plan used with reproduction of sample blanks.

*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

4997. SOLDINGER, M. A., "Financing a Junior College," *School and Society*, (May 3, 1941), 53:560-65.

Detailed report on the development and support of Gogebic Junior College at Ironwood, Michigan.

4998. SOMERINDYKE, RUTH HOWARD, *The Musical Interests and Activities of Music Students in a Junior College*, Los Angeles, 1938.

Unpublished Master's thesis at the University of Southern California.

4999. SORENSEN, R. R., and MOE, FLOYD B., "Should Junior Colleges Be Encouraged to Develop in Minnesota under Our Present Plan of Educational Organization?" *Minnesota Journal of Education* (April 1939), 19:342-43.

Sorensen answers the question in the affirmative asserting that the needs of youth cannot await improved educational organization.

5000. SOUTHERN ASSOCIATION QUARTERLY, "Standards Proposed for Junior Colleges," *Southern Association Quarterly* (May 1939), 3:308-11.

5001. SOUTHERN ASSOCIATION QUARTERLY, "The Southern Association of Colleges and Secondary Schools: General and Historical Information," *Southern Association Quarterly* (May 1940), 4:115-76.

Includes 1940 list of 55 junior colleges accredited by the Southern Association in 1940 (pp. 122-24).

5002. SOUTHERN ASSOCIATION QUARTERLY, "Report of the Commission on Institutions of Higher Education," *Southern Association Quarterly* (May 1940), 4:293-309.

Includes action of the Commission in approving new set of junior college standards (pages 297 and 302; see also pages 335-40 for statement of these standards); report on discontinuance of Peabody College experiment (page 298); and summary of data concerning library expenditures in 81 junior colleges (page 302).

5003. SOUTHERN ASSOCIATION QUARTERLY, "Standards for Junior Colleges," *Southern Association Quarterly* (May 1940), 4:335-40.

Statement of revised standards for junior colleges as adopted at the Atlanta meeting of the Association, April 1940.

5004. SOUTHERN ASSOCIATION QUARTERLY, "Unifying Education for National and Individual Security: An Open Forum for All Interested Members," *Southern Association Quarterly* (November 1940), 4:615-56.

A symposium which includes contributions by Dean George M. Crutsinger of Hardin Junior College, Texas, and President E. W. Hardy of the Junior College of Augusta, Georgia.

5005. SOUTHERN ASSOCIATION QUARTERLY, "Forty-Fifth Annual Meeting," *Southern Association Quarterly* (February 1941), 5:1-202.

Includes list of junior college members (10-12), approved Negro junior colleges (90), report of the Committee on Junior Colleges (153), and standards for junior colleges (190-94).

5006. SOUTHERN ASSOCIATION QUARTERLY, "Resolutions Adopted by the Commission on Institutions of Higher Education," *Southern Association Quarterly* (May 1942), 6:247-51.

Includes statements on the bachelor's degree and the associate's degree.

5007. SOUTHERN ASSOCIATION QUARTERLY, "The A. B. Degree for Two Years' Work: An Open Forum," *Southern Association Quarterly* (August 1942), 6:415-41.

Brief statements by 53 leaders in higher education in the Southern states—14 of them junior college executives. Most of them are unfavorable to the Chicago proposals for A.B. degree at junior college level. Extracts from many of the statements are printed in the *Junior College Journal* (December 1942), 13:204-10.

5008. SOUTHERN ASSOCIATION QUARTERLY, "Forty-Seventh Annual Meeting," *Southern Association Quarterly* (February 1943), 7:1-235.

Report of meeting held at Memphis November 30-December 4, 1942. Includes list of member junior colleges (10-12), actions of Higher Education Commission on junior colleges (88-89), report on Negro junior colleges (95-96), report of Committee on Junior Colleges (178-79), and standards for junior colleges (223-27).

5009. SPAFFORD, IVOL, and OTHERS, *Home Economics in General Education on the Secondary Level*, Buyers Publishing Company, Minneapolis, Minnesota, 1939, 82 pages (mimeographed).

"This tentative statement in regard to the meaning of home economics, its unique contribution to education, the objectives it can best serve, guiding principles for developing and evaluating a program is in part a result of . . . discussions" held by a small group of home economists in 1938-39.

5010. SPAFFORD, IVOL, "Home-Life Orientation," *Journal of Higher Education* (June 1940), 11:299-303.

Descriptions of the three courses in this group in the General College, University of Minnesota.

5011. SPAFFORD, IVOL, *The Contribution of Home Economics to General Education*, Columbus, Ohio. 440 pages. ms.

Doctor's dissertation at Ohio State University. "Presents suggestions for curriculum making, for a program of home economics education for a specific school situation, and for evaluating the use of home economics materials in a school."

5012. SPAFFORD, IVOL, *A Functioning Program of Home Economics*, John Wiley & Sons, New York, 1940. 469 pages.

A general treatment of the subject, including three chapters relating especially to the college level. "That certain students in the junior colleges complete formal education at the end of that time while others use this work as preparation for study at the senior college level would not appear to affect the application of the broad principles discussed here."

5013. SPAIN, FRANCES L., "The Application of School Library Standards," *National Society for the Study of Education, 42nd Yearbook (Part II)*, Chicago, 1943, pp. 269-92.

Includes brief discussion "Junior College Library Standards" (pp. 285-86).

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